

Unit Overview	
Content Area: Basic Skills – Reading	
Unit Title: Phonemic/Phonological Awareness	
Grade Level: Kindergarten – Fifth Grade	
Unit Summary: Phonemic awareness is the ability to hear, identify, and manipulate sounds. In this unit, students blend and segment phonemes (sounds), create rhyming word pairs, and segment syllables. Students move through this unit based on the needs identified in MAP testing and diagnostic assessments. They do not complete each lesson.	
Learning Targets	
Common Core Standards: <i>Foundational Skills</i> <ul style="list-style-type: none"> • RF.K.2a Recognize and produce rhyming words. • RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. • RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words. • RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant) words. • RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words • RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words. • RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the beginning sound? • What is the middle sound? • What is the final sound? • Do these words rhyming? • How does a word change when a sound is changed? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Sounds blend together to make words. New words can be made by changing, adding, or deleting the initial, middle, and/or ending sounds.
Unit Learning Targets: <i>Students will...</i> <ul style="list-style-type: none"> • Identify and produce rhyming words. • Identify initial, medial, and final sounds. • Segment words into individual sounds. • Add, delete, or change sounds in words. • Blend sounds to make words. • Break words into syllables and count the number of sounds in each syllable. • Identify long and short vowel sounds. 	
Evidence of Learning	

Assessments:	
<ul style="list-style-type: none"> • Completed assignments • Progress monitoring of skills • Observation 	
Lesson Plans	
Lesson Title and Number	Lesson Description
PPA L1 and L2 – Identify and Produce Rhyming Words	Say picture names in row one and demonstrate how to identify the rhyming words. Complete several examples together. Show students a picture and have them identify sets of rhyming words. Complete 1A, 1B, 2A, 2B.
PPAL3 through L6 – Distinguish Initial Sounds	Say picture names in row one, stressing the initial sound, and identify the words which begin with the same sound. Complete several examples together. Say a pair of words and ask if they begin with the same sound. Complete 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B.
PPAL7 through L10 – Track Phonemes	Review letter sounds and match the sound with a picture. Identify in which order the sound can be found in a word (beginning, middle, end). Complete 7A, 7B, 8A, 8B, 9A, 9B, 10A, 10B.
PPAL11 through L13– Distinguish Final Sounds	Say picture names in row one, stressing the final sound, and identify the words which end with the same sound. Complete several examples together. Say words and have students identify the final sound. Complete 11A, 11B, 12A, 12B, 13A, 13B.
PPAL14 through L16 – Distinguish Medial Sounds	Say picture names in row one, stressing the medial sound, and identify the words which have the same medial sound. Complete several examples together. Say words and have students identify the medial sound. Complete 14A, 14B, 15A, 15B, 16A, 16B.
PPAL17and L18 – Segment Words into Components	Say picture names in row one and demonstrate how to break the word into sound parts. Complete several examples together. Students practice breaking words from a picture into its parts. Complete 17A, 17B, 18A, 18B.
PPAL19 through L22 – Blend Vowel-Consonant Sounds	Say picture names in row one and demonstrate who to blend the sounds together to make a word. Complete several words together. Give students sounds and have them make the word. Complete 19A, 19B, 20A, 20B, 21A, 21B, 22A, 22B.
PPAL23 and L24 – Add, Delete, or Change Target Sounds	Remind students that new words can be made by adding, deleting, and/or changing sounds. Demonstrate changing a sound to make a new word. Practice creating new words by adding, deleting, and change sounds together. Students make words on their own. Complete 23A, 23B, 24A, 24B.
PPAL25 and L26 – Count Sounds in Syllables	Demonstrate how to break words into one or more than one part. Complete several examples together. Students make a story, choose words, and tell how many syllables there are. Complete 25A, 25B, 26A, 26B.
PPAL27 and L28 – Distinguish Initial	Say picture names in row one, stressing the initial sound, and

Sounds	identify the words which begin with the same sound. Complete several examples together. Say a word and have students say a word which begins with the same sound. Complete 27A, 27B, 28A, 28B.
PPAL29 and L30 – Blend Vowel-Consonant Sounds	Say picture names in row one and demonstrate who to blend the sounds together to make a word. Complete several words together. Ask how many sounds are in a given word. Give students sounds and have them make the word. Complete 29A, 29B, 30A, 30B.
PPAL31 – Distinguish Final Sounds	Say picture names in row one, stressing the last sound, and identify the final sound. Complete several words together. Students identify the final sounds in a list of words they have created. Complete 31A, 31B.
PPAL32 through L36 – Segment Words into Components	Students listen as words are broken into parts. Segment words together. Students identify words in a picture and segment the components. Complete 32A, 32B, 33A, 33B, 34A, 34B, 35A, 35B, 36A, 36B.
PPAL37 – Distinguish Medial Sounds	Say picture names in row one, stressing the middle sound. Students identify the medial sound when given specific words. Students make a story about a picture, choose a few words, and tell the middle sound. Complete 37A, 37B.
PPAL38 – Distinguish Long and Short Vowel Sounds	Say the picture names in row one and tell which two have the same vowel sound. Identify the sounds as long or short. Complete several examples together. Students tell a story about a picture and identify words with long or short vowel sounds. Complete 38A, 38B.
PPAL39 – Distinguish Medial Sounds	Say the picture names in row one and identify the middle sound. Have students say picture names and answer questions about the middle sound. Tell a story about a picture and ask students to recall words with short vowel sounds. Complete 39A, 39B.
PPAL40 – Distinguish Long and Short Vowel Sounds	Say the picture names in row one and tell which ones have short vowel sounds, and which ones have long sounds. Complete several examples together. Students add details to a story then choose a word and tell if it has a long vowel sound or a short vowel sound. Complete 40A, 40B.
PPAL41 – Blend Phonemes into Words	Say picture names in row one and demonstrate who to blend the sounds together to make a word. Complete several words together. Ask how many sounds are in a given word. Give students sounds and have them make the word. Complete 41A, 41B.
PPAL42 – Add, Delete, or Change Target Sounds	Demonstrate how to change the initial sound in a word to make a new word. Practice changing the beginning, middle, or end sound to make a new word. Students make new words from a given word. Complete 42A, 42B.
PPAL43 – Blend Phonemes into Words	Say picture names in row one and demonstrate who to blend the sounds together to make a word. Complete several

	words together. Students create a story about a picture and choose one word. Students say the sounds and then blend the sounds into a word. Complete 43A, 43B.
PPAL44 – Add, Delete, or Change Target Sounds	Demonstrate how to change the initial sound in a word to make a new word. Practice changing the beginning, middle, or end sound to make a new word. Students make new words from a given word. Complete 44A, 44B.
PPAL45 – Distinguish Medial Sounds	Say the picture names in row one, stressing and identifying the middle sound. Complete several words together. Students brainstorm a list of words related to a picture and identify the middle sound of each word. Complete 45A, 45B.
PPAL46 – Add, Delete, or Change Target Sounds	Demonstrate how to change the initial sound in a word to make a new word. Practice changing the beginning, middle, or end sound to make a new word. Students make new words from a given word. Complete 46A, 46B.
PPAL47 – Distinguish Medial Sounds	Say the picture names in row one, stressing and identifying the middle sound. Complete several words together. Students say picture names and tell the middle sound. Practice changing the short /e/ sound to a long /i/ sound. Complete 47A, 47B.
PPAL48 through L50 – Add, Delete, or Change Target Sounds	Demonstrate how to change the initial sound in a word to make a new word. Practice changing the beginning, middle, or end sound to make a new word. Students make new words from a given word. Complete 48A, 48B, 49A, 49B, 50A, 50B.
PPAL51 and L52 – Create Rhyming Words	Say picture names in row one and demonstrate how to identify the rhyming words. Complete several examples together. Show students a picture and have them create rhyming words. Complete 51A, 51B, 52A, 52B.
PPAL53 through L56 – Distinguish Long and Short Vowel Sounds	Say the picture names in row one and tell which ones have short vowel sounds, and which ones have long sounds. Complete several examples together. Students add details to a story then choose a word and tell if it has a long vowel sound or a short vowel sound. Complete 53A, 53B, 54A, 54B, 55A, 55B, 56A, 56B.
PPAL57 and L58 – Blend Phonemes into Words	Say picture names in row one and demonstrate how to blend the sounds together to make a word. Complete several words together. Students create a story about a picture and choose one word. Students say the sounds and then blend the sounds into a word. Complete 57A, 57B, 58A, 58B.
PPAL59 – Segment Words into Components	Say picture name and demonstrate breaking longer words into segments. Complete several examples together, counting the number of sounds for each word. Students segment words from a story on their own. Complete 59A, 59B.
PPAL60 through L62 – Add, Delete, or Change Target Sounds	Demonstrate how to change the initial sound in a word to make a new word. Practice changing the beginning, middle,

	or end sound to make a new word. Students make new words from a given word. Complete 60A, 60B, 61A, 61B, 62A, 62B.
PPAL63 through L66 – Distinguish Initial, Medial, and Final Sounds	Say a word and identify the beginning, middle, and ending sounds. Practice together doing the same with a list of words. Students identify specific sounds when given a word. Complete 63A, 63B, 64A, 64B, 65A, 65B, 66A, 66B.
PPAL67 – Count Syllables	Demonstrate breaking a word into syllables. Say a word and have students tell how many syllables. Give students a number of syllables and have them come up with a word. Complete 67A, 67B.
PPAL68 – Create Rhyming Words	Demonstrate how to change the beginning sound to make a rhyming word. Complete several examples together. Give students a word and have them change initial sound to make a rhyming word. Complete 68A, 68B.
PPAL69 and L70 – Count Sounds in Syllables	Demonstrate breaking a word into syllables. Say a word and have students tell how many syllables. Students pick a word from a picture and tell how many syllables. Complete 69A, 69B, 70A, 70B.
PPAL71 through L76 – Add, Delete, or Change Target Sounds	Demonstrate how to change the initial sound in a word to make a new word. Practice changing the beginning, middle, or end sound to make a new word. Students make new words from a given word. Complete 71A, 71B, 72A, 72B, 73A, 73B, 74A, 74B, 75A, 75B, 76A, 76B.
PPAL77 through L80 – Segment Words into Components	Demonstrate how to segment a longer word into its components. Complete several examples together. Students brainstorm a list of words and practice segmenting each one. Complete 77A, 77B, 78A, 78B, 79A, 79B, 80A, 80B.
PPAL81 through L83 – Distinguish Long and Short Vowel Sounds	Say the picture names in row one and tell which ones have short vowel sounds, and which ones have long sounds. Complete several examples together. Students brainstorm a list of words to complete a picture and identify whether each has a short or long vowel sound. Complete 81A, 81B, 82A, 82B, 83A, 83B.
PPAL84 through L88 – Blend Phonemes into Words	Demonstrate how to blend sounds to make a word. Complete several examples together. Give students sounds and ask them to say the word. Complete 84A, 84B, 85A, 85B, 86A, 86B, 87A, 87B, 88A, 88B.
PPAL89 and L90 – Segment Words into Components	Demonstrate how to segment a longer word into its components. Complete several examples together. Students brainstorm a list of words about a picture and practice segmenting each one. Complete 89A, 89B, 90A, 90B.
Additional Resources	
Student Resources:	
<ul style="list-style-type: none"> • Houghton Mifflin Reading Flip Charts and Blackline Masters 	
Teacher Resources:	
<ul style="list-style-type: none"> • Houghton Mifflin Reading Toolkit 	

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Unit Overview

Content Area:

Basic Skills – Reading

Unit Title:

Phonics and Decoding

Grade Level:

Kindergarten – Fifth Grade

Unit Summary:

Phonics combines sounds with their letter representations. In this unit, students identify letters and their sounds and explore ways in which changing these letter/sounds creates new words.

Students move through this unit based on the needs identified in MAP testing and diagnostic assessments. They do not complete each lesson.

Learning Targets

Common Core Standards:*Foundational Skills*

- RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3c Read common high-frequency words by sight.
- RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.
- RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3f Read words with inflectional endings.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
- RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3d Decode words with common prefixes and suffixes.
- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f Recognize and read grade-appropriate irregularly spelled words.
- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3b Decode words with common Latin suffixes.
- RF.3.3c Decode multisyllable words.
- RF.3.3d Read grade-appropriate irregularly spelled words.
- RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What sounds do different letters make? • How do letters blend together to make words? • How many syllables are there in a given word? • How are short and long vowel sounds made? • What are common blends? • What are contractions and compound words? How are they formed? • What are r-controlled vowels? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Phonics is the combination of sound and written letters.
<p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none"> • Match letters and sounds. • Identify letters in words. • Blend and read words while applying phonics rules. • Sort words based on different phonics rules. • Divide words into syllables. • Make spelling changes when endings are added as needed. 	
<p>Evidence of Learning</p>	
<p>Assessments:</p> <ul style="list-style-type: none"> • Completed assignments • Progress monitoring of skills • Observation 	
<p>Lesson Plans</p>	
<p>Lesson Number and Title</p>	<p>Lesson Description</p>
<p>PDL1 – Letter/Sounds m, s, t</p>	<p>Demonstrate sounds for letters m, s, and t. Brainstorm list of words that begin with these sounds. Say different words and ask students to identify the beginning sounds. Complete 1A, 1B.</p>
<p>PDL2 – Letter/Sound Short a</p>	<p>Demonstrate the short a sound. Students identify pictures of word with short a sound. Students print the letter a under pictures with the short a sound. Complete 2A, 2B.</p>
<p>PDL3 – Blending Words with Short a</p>	<p>Examine pictures and determine which have a short a sound. Students print the letter a under pictures with short a sound. Blend and read words with m, s, t, and short a sounds. Complete 3A, 3B.</p>
<p>PDL4 – Letter/Sounds c /k/, p, n, f</p>	<p>Demonstrate sounds for letters c, p, n, f. Brainstorm list of words that begin with these sounds. Say different words and ask students to identify the beginning sounds. Complete 4A, 4B.</p>
<p>PDL5 – Blending Words with Short a</p>	<p>Examine pictures and determine which have a short a sound. Students print the letter a under pictures with short a sound. Blend and read words with short a sounds. Complete 5A, 5B.</p>
<p>PDL6 – Letter/Sounds b, g, r, d</p>	<p>Demonstrate sounds for letters b, g, r, and d. Brainstorm list of words that begin with these sounds. Say different words</p>

	and ask students to identify the beginning sounds. Complete 6A, 6B.
PDL7 – Letter/Sound Short i	Demonstrate the short i sound. Students identify pictures of words with the short i sound by marking them with an i. Give students words and ask if they contain a short i. Complete 7A, 7B.
PDL8 – Blending Words with Short i	Students identify words with the short i sound and print i under pictures of short i words. Complete 8A, 8B.
PDL9 – Letter/Sound Short o	Demonstrate the short o sound. Students identify pictures of words with short o sound. Students print the letter o under pictures of words with short o sound. Complete 9A, 9B.
PDL10 – Blending Words with Short o	Students identify words and pictures with a short o sound. Complete 10A, 10B.
PDL11 – Base Word and Ending –s (/s/, /z/)	Explain that when the letter s comes at the end of a word, it can often make the /z/ sound. Identify words from a picture in which this is the case. Complete 11A, 11B.
PDL12 – Letter/Sounds x, j	Demonstrate the sounds for the letters x and j. Students identify pictures with these sounds and mark them with either an x or a j. Complete 12A, 12B.
PDL13 – Letter/Sound Short e	Demonstrate the short e sound. Students identify pictures of words with short e sound. Print the letter e under pictures of words with the short e sound. Complete 13A, 13B.
PDL14 – Blending Words with Short e	Students identify words and pictures with the short e sound after the sounds have been blended together. Complete 14A, 14B.
PDL15 – Letter/Sounds h, k	Demonstrate the sounds for the letters h and k. Students identify pictures with these sounds and mark them with either an h or a k. Complete 15A, 15B.
PDL16 – Letter/Sound Short u	Demonstrate the short u sound. Students identify pictures of words with short u sound. Print the letter u under pictures of words with the short u sound. Complete 16A, 16B.
PDL17 – Blending Words with Short u	Students identify words and pictures with the short u sound after the sounds have been blended together. Complete 17A, 17B.
PDL18 – Letter/Sounds l, w	Demonstrate the sounds for the letters l and w. Students identify pictures with these sounds and mark them with either l or w. Complete 18A, 18B.
PDL19 – Blending Words with l, w	Blend three sounds together to make a word. Students find the picture of that word and circle it. Complete 19A, 19B.
PDL20 – Letter/Sounds v, z	Demonstrate the sounds for the letters v and z. Students identify pictures with these sounds and mark them with either v or z. Complete 20A, 20B.
PDL21 – Blending Words with v, z	Blend three sounds together to make a word. Students find the picture of that word and circle it. Complete 21A, 21B.

PDL22 – Letter/Sounds y, qu	Demonstrate the sounds for the letters y and qu. Students identify pictures with these sounds and mark them with either y or qu. Complete 22A, 22B.
PDL23 – Blending Words with y, qu	Blend three sounds together to make a word. Students find the picture of that word and circle it. Complete 23A, 23B.
PDL24 – Base Word and Ending –s (/s/, /z/)	Say the name of the pictures in the first row, elongating the final –s sound. Students circle the picture. Complete 24A, 24B.
PDL25 – Consonant Clusters with r	Explain that r can stick close to other letters to make one sound. Demonstrate the sounds for br, cr, dr, fr, gr, and tr. Students circle the picture of words which begin with these sounds. Complete 25A, 25B.
PDL26 – Consonant Clusters with l	Explain that l can stick close to other letters to make one sound. Demonstrate the sounds for bl, cl, fl, gl, pl, and sl. Students circle the picture of words which begin with these sounds. Complete 26A, 26B.
PDL27 – Initial Consonant Clusters with s	Explain that s can stick close to other letters to make one sound. Demonstrate the sounds for sc, sk, sl, sm, sn, sp, and sw. Students circle the picture of words which begin with these sounds. Complete 27A, 27B.
PDL28 – Final Clusters nd, nt, mp, and Clusters with s	Say the names of the pictures in row one, elongating the nd, nt, mp, and s sounds. Students find other pictures with these sounds and circle them. Complete 28A, 28B.
PDL29 – Consonant Digraph th, initial and final	Demonstrate the sound for th, which can be found at the beginning or end of a word. Students find pictures of words with the th sound and circle them. Complete 29A, 29B.
PDL30 – Digraphs sh (initial and final) and wh	Demonstrate the sounds for sh and wh. Students find pictures of word with the sh or wh sounds and circle them. Complete 30A, 30B.
PDL31 – Long a (CVCe)	Demonstrate the long a sound. Say words with three different vowel sounds. Students identify the one with a long a sound. Students circle pictures of words with the long a sound. Complete 31A, 31B.
PDL32 – Long i (CVCe)	Demonstrate the long i sound. Say words with three different vowel sounds. Students identify the one with a long i sound. Students circle pictures of words with the long i sound. Complete 32A, 32B.
PDL33 – Silent Consonants kn, wr, gn, mb	Explain that sometimes letters like kn, wr, gn, and mb come together, but not each sound is said. Students identify words with these silent consonants. Complete 33A, 33B.
PDL34 – Long o (CV, CVCe)	Demonstrate the long o sound. Say words with three different vowel sounds. Students identify the one with a long o sound. Students circle pictures of words with the long o sound. Complete 34A, 34B.
PDL35 – Long u (CVCe)	Demonstrate the long u sound. Say words with three different vowel sounds. Students identify the one with a long u sound. Students circle pictures of words with the long

	u sound. Complete 35A, 35B.
PDL36 – Long e (CV, CVCe)	Demonstrate the long e sound. Say words with three different vowel sounds. Students identify the one with a long e sound. Students circle pictures of words with the long e sound. Complete 36A, 36B.
PDL37 – Vowel Pairs ai, ay (Long a)	Explain that the long a sound can be made with aCe, and also with the vowel combinations ai or ay. Say three words with different vowel sounds, elongating each one. Students identify the word with the long a sound made by using ai or ay. Complete 37A, 37B.
PDL38 – Contractions	Explain that a contraction is made by taking two words and combining them into one word. When the two words are pushed together, an apostrophe is used to replace letters taken away. Students identify contractions from a list of words. Complete 38A, 38B.
PDL39 – Vowel Pairs oa, ow (Long o)	Explain that the long o sound can be made with oCe, and also with the vowel combinations oa or ow. Say three words with different vowel sounds, elongating each one. Students identify the word with the long a sound made by using oa or ow. Complete 39A, 39B.
PDL40 – Final ft, lk	Demonstrate the sounds made by ft and lk. Say three words and have students identify the word that ends with either ft or lk. Complete 40A, 40B.
PDL41 – Compound Words	Explain that a compound word is made by taking two words and making them one, new word. Say three words and have students identify the compound word. Complete 41A, 41B.
PDL42 – r-Controlled Vowel ar	Explain that when r is next to a vowel it is sometimes hard to hear the vowel sound because the r is so loud. Demonstrate the sound made by ar. Students identify words with the ar sound. Complete 42A, 42B.
PDL43 – r-Controlled Vowel or, ore	Explain that when r is next to a vowel it is sometimes hard to hear the vowel sound because the r is so loud. Demonstrate the sound made by or and ore. Students identify words with the /or/ or the ore sound. Complete 43A, 43B.
PDL44 – r-Controlled Vowels er, ir, ur	Explain that when r is next to a vowel it is sometimes hard to hear the vowel sound because the r is so loud. Demonstrate the sound made by er, ir, or ur. Students identify words with the er, ir, or ur sound. Complete 44A, 44B.
PDL45 – Vowel Diphthongs oo	Explain that sometimes oo makes the sound in food and sometimes it makes the sound in book. Say words and have students identify which oo sound is made. Complete 45A, 45B.
PDL46 – Syllabication	Explain that you will say a word slowly, sounding out each part of the word. These parts are called syllables. Students identify words with two syllables. Complete 46A, 46B.
PDL47 – Vowel Diphthongs and Spelling Patterns: oo, ou, ew	Explain that oo, ou, and ew can all have the same sound. Show a list of words to the students. Read words together

	and underline the oo, ou, or ew in each word. Complete 47A, 47B.
PDL48 – More Spellings for /oo/: ue, u, u_e	Explain that ue and u can have the same sound. Show a list of words to the students who circle the words with the /oo/ sound. Complete 48A, 48B.
PDL49 – Vowel Diphthongs ou, ow	Explain that ou and ow can make the vowel sound found in gown. Students examine a list of words and find the ones which have the /ow/ as in gown. Complete 49A, 49B.
PDL50 – Vowel Diphthongs oi, oy, au, aw	Explain that oi and oy can make the /oi/ sound found in boil and au and aw can make the /aw/ sound found in lawn. Students examine a list of words and find the ones which have either the /oi/ or /aw/ sound. Complete 50A, 50B.
PDL51 – Base Words and inflections, -ed, -ing	Students identify words ending in either –ed or –ing. Students practice reading these words. Complete 51A, 51B.
PDL52 – Long i Spelling Patterns, igh, ight, ie	Explain that the long i sound can be made with iCe, and also with the combinations igh, ight, or ie. Say three words with different vowel sounds, elongating each one. Students identify the word with the long a sound made by using igh, ight, or ie. Complete 52A, 52B.
PDL53 – Base Words and inflections, -er, -est	Say two words to the students after telling them to listen to the endings. Write the words and circle the –er and –est endings. Students identify words ending in –er or –est. Complete 53A, 53B.
PDL54 – Vowel Sounds for y	Explain that the letter y at the end of a word can make either a long e or long i sound. Students sort words in a list to either long e or long i sounds. Complete 54A, 54B.
PDL55 – Base Words and Inflections –es, -ies, (with spelling change: y to i)	Ask students what word is made when –es is added to the word watch? What word is made when –es is added to the word fly? Explain that when a word ends in y, we change the y to i before adding –es. Show students a list of words and have them circle the words spelled correctly. Complete 55A, 55B.
PDL56 – Suffixes -ful, -ly, -y	Introduce the suffixes –ful, -ly, and –y. Students identify words which contain one of these suffixes. Complete 56A, 56B.
PDL57 – Syllabication (VCCV)	Demonstrate how to break the word thinking into two syllables. Students identify words with two syllables. Complete 57A, 57B.
PDL58 – Prefixes un-, re-	Introduce the prefixes un-, and re. Students identify words which contain one of these prefixes. Complete 58A, 58B.
PDL59 – Short Vowels a, i	Students are given word lists and must identify the word which contains either the short a or the short i sound. Complete 59A, 59B.
PDL60 – VCCV Pattern	Explain that when a letter is repeated in a word, it is called double consonants. Students identify words which contain double consonants. Complete 60A, 60B.
PDL61 – Short Vowels o, u, e	Students are given word lists and must identify the word

	which contains the short o, short u, or the short e sound. Complete 61A, 61B.
PDL62 – Review VCCV Pattern	Explain that when a letter is repeated in a word, it is called double consonants. Students identify words which contain double consonants. Complete 62A, 62B.
PDL63 – Consonant Digraphs th, sh, wh, ch, tch, ph	Explain that a consonant blend is made when two consonants are put together to make a sound. The most common consonant blends are ch, sh, th, ph, wh, and tch. Students identify words containing one of these blends. Complete 63A, 63B.
PDL64 – Sounds for c	Explain that the letter c can make two sounds - /k/ or /s/. Students sort words according to the c sound. Complete 64A, 64B.
PDL65 – Long Vowels a, i (CVCe, Longer Words)	Students are given word lists and must identify the word which contains either the long a or the long i sound. Complete 65A, 65B.
PDL66 – Long Vowels o, u, e	Students are given word lists and must identify the word which contains the long o, long u, or long e sound. Complete 66A, 66B.
PDL67 – Sounds for g	Explain that the letter g can make two sounds - /g/ or /j/. Students sort words according to the g sound. Complete 67A, 67B.
PDL68 – Consonant Clusters with r, l, s	Review clusters with r, l, or s. Students identify words which contain one of these clusters. Complete 68A, 68B.
PDL69 – Common Final Clusters -nd, -ng, -nk, -ft, -xt, -mp	Explain that some words have letter clusters at the end which blend together to make one sound. Review –nd, -ng, -nk, -ft, -xt, and –mp sounds. Students identify words which contain one of these clusters. Complete 69A, 69B.
PDL70 – Consonant Digraphs th, sh, wh, ch, tch, ph	Review the consonant blends th, sh, wh, ch, tch, and ph. Students identify words which contain one of these blends. Complete 70A, 70B.
PDL71 – Base Words and Endings -s, -ed, -ing with No Spelling Changes	Say words which end in –s, -ed, or –ing. Students identify the ending. Complete 71A, 71B.
PDL72 – Base Words and Endings -ed, -ing, Including Spelling Change of Dropped Final e	Demonstrate spelling changes when the ending –ed or –ing is added to certain words. Students identify correctly spelled words from a list. Complete 72A, 72B.
PDL73 – VCV Pattern	Read a list of words to students and have them identify the word containing a long vowel sound. Complete 73A, 73B.
PDL74 – Base Words with endings -s, -es (Including Pronunciation, Syllables)	Explain that when we add –s to the end of the word, we do not change the number of syllables. Most of the time, when we add –es to the end of the word, we also add a syllable. Students identify words with –s or –es at the end. Complete 74A, 74B.
PDL75 – Vowel Digraphs ai, ay	Explain that the long a sound can be made with aCe, and also with the vowel combinations ai or ay. Say three words with different vowel sounds, elongating each one. Students identify the word with the long a sound made by using ai or

	ay. Complete 75A, 75B.
PDL76 – Long e Vowel Digraphs ee, ea	Explain that the long e sound can be made with eCe, and also with the vowel combinations ee or ea. Say three words with different vowel sounds, elongating each one. Students identify the word with the long e sound made by using ee or ea. Complete 76A, 76B.
PDL77 – Long o, oa, ow	Explain that the long o sound can be made with oCe, and also with the vowel combinations o, oa, and ow. Say three words with different vowel sounds, elongating each one. Students identify the word with the long o sound made by using o, oa, or ow. Complete 77A, 77B.
PDL78 – Compound Words	Explain that a compound word is made by taking two words and making them one, new word. Say three words and have students identify the compound word. Complete 78A, 78B.
PDL79 – Schwa Vowel Sound	Explain that the schwa sound is a special sound, which can be made with many different letters. Say words with the schwa sound elongating this sound. Students identify words with the schwa sound. Complete 79A, 79B.
PDL80 – Base Words and Inflections -ed, -ing Including Doubling Final Consonant	Explain that for some words, when we add –ed or –ing we must double the final consonant. Students identify correctly spelled words in a list of words. Complete 80A, 80B.
PDL81 – Long i Spelled i, igh, ie, y	Explain that the long i sound can be made with iCe, and also with the combinations igh, ight, ie, or y. Say three words with different vowel sounds, elongating each one. Students identify the word with the long a sound made by using igh, ight, ie, or y. Complete 81A, 81B.
PDL82 – Long e Sound for y	Explain that the letter y can make the long e sound in words. Students identify words with the long e sound made with the letter y. Complete 82A, 82B.
PDL83 – Base Words and Endings -s, -es, Changing y to i	Ask students what word is made when –es is added to the word watch? What word is made when –es is added to the word fly? Explain that when a word ends in y, we change the y to i before adding –es. Show students a list of words and have them circle the words spelled correctly. Complete 83A, 83B.
PDL84 – r-Controlled Vowel ar	Explain that when r is next to a vowel it is sometimes hard to hear the vowel sound because the r is so loud. Demonstrate the sound made by ar. Students identify words with the ar sound. Complete 84A, 84B.
PDL85 – r-Controlled Vowel or, ore	Explain that when r is next to a vowel it is sometimes hard to hear the vowel sound because the r is so loud. Demonstrate the sound made by or and ore. Students identify words with the /or/ or the ore sound. Complete 85A, 85B.
PDL86 – r-Controlled Vowel er	Explain that when r is next to a vowel it is sometimes hard to hear the vowel sound because the r is so loud. Demonstrate the sound made by er. Students identify words with the er sound. Complete 86A, 86B.

PDL87 – r-Controlled Vowel ir, ur	Explain that when r is next to a vowel it is sometimes hard to hear the vowel sound because the r is so loud. Demonstrate the sound made by ir or ur. Students identify words with the ir or ur sound. Complete 87A, 87B.
PDL88 – Prefixes un-, re-, over-, pre-, mis-	Introduce the prefixes un-, re-, over-, pre-, and mis. Students identify words which contain one of these prefixes. Complete 88A, 88B.
PDL89 – Vowel Diphthongs oo, ew, ue, ou	Explain that oo, ou, ue, and ew can all have the same sound. Show a list of words to the students. Read words together and underline the oo, ou, ue, or ew in each word. Complete 89A, 89B.
PDL90 – Vowel Diphthongs oo as in Book	Say three words and have students identify the word with the same oo sound as in book. Students continue to practice recognizing this sound. Complete 90A, 90B.
Additional Resources	
Student Resources: <ul style="list-style-type: none"> • Houghton Mifflin Reading Flip Charts and Blackline Masters 	
Teacher Resources: <ul style="list-style-type: none"> • Houghton Mifflin Reading Toolkit • www.fcrr.org 	

Unit Overview
<p>Content Area: Basic Skills – Reading</p>
<p>Unit Title: Vocabulary</p>
<p>Grade Level: Kindergarten – Fifth Grade</p>
<p>Unit Summary: In order to become good readers, students must have a good vocabulary to be able to comprehend what they read. Students must be explicitly taught vocabulary and strategies for learning new words. Students move through this unit based on the needs identified in MAP testing and diagnostic assessments. They do not complete each lesson.</p>
Learning Targets
<p>Common Core Standards: <i>Language</i></p> <ul style="list-style-type: none"> • L.K.4a Identify new meanings for familiar words and apply them accurately. • L.K.4b Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. • L.K.5a Sort common objects into categories to gain a sense of the concepts the categories represent. • L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • L.K.5c Identify real-life connections between words and their use. • L.K.5d Distinguish shades of meaning among verbs describing the same general action by acting out their meanings. • L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. • L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase. • L.1.4b Use frequently occurring affixes as a clue to the meaning of a word. • L.1.4c Identify frequently occurring root words (look) and their inflectional forms (looks, looked, looking). • L.1.5a Sort words into categories to gain a sense of the concepts the categories represent. • L.1.5b Define words by category and by one or more key attributes. • L.1.5c Identify real-life connections between words and their use. • L.1.5d Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. • L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. • L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase. • L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (happy/unhappy; tell/retell). • L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (addition, additional). • L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words. • L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify

the meaning of words and phrases.

- L.2.5a Identify real-life connections between words and their use.
- L.2.5b Distinguish shades of meaning among closely related verbs and closely related adjectives.
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b Determine the meaning of the new word formed when a know affix is added to a known word (agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (company, companion).
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (take steps).
- L.3.5b Identify real-life connections between words and their use.
- L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- L.4.4a Use context (definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- L.4.4c Consult reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5a Explain the meaning of simple similes and metaphors in context.
- L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.4.5c Demonstrate understanding of words by relating them t their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being ad that are basic to a particular topic.
- L.5.4a Use context (cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- L.5.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5a Interpret figurative language, including similes and metaphors, in context.
- L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.5.5c Use the relationship between particular words to better understand each of the words.
- L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Unit Essential Questions:

- How are words similar?

Unit Enduring Understandings:

- When we understand the meaning of

<ul style="list-style-type: none"> • How do prefixes and suffixes change the meaning of words? • How do readers use context clues to figure out the meaning of words? • What are homophones and homographs? • What are synonyms and antonyms? • What resources help students understand word? 	<p>words, we improve our understanding of the things we read.</p>
<p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none"> • Classify and categorize words. • Use context clues and reference materials (dictionary, thesaurus) to find the meaning of unknown words. • Add prefixes and suffixes to a base word to change its meaning. • Find synonyms and antonyms of given words to enhance the understanding of the meaning of the words. • Identify and correctly use the multiple meanings of words. • Explain the meaning of idioms. • Complete analogies. 	
<p>Evidence of Learning</p>	
<p>Assessments:</p> <ul style="list-style-type: none"> • Completed assignments • Progress monitoring of skills • Observation 	
<p>Lesson Plans</p>	
<p>Lesson Number and Title</p>	<p>Lesson Description</p>
<p>VL1 – Classify/Categorize Action Words</p>	<p>Give students a list of words and demonstrate how to classify them by their similarities. Classify word lists together. Students choose words that go together. Complete 1A, 1B.</p>
<p>VL2 – Context Clues</p>	<p>Demonstrate using context clues to complete a sentence. Practice completing sentences together before students try on their own. Complete 2A, 2B.</p>
<p>VL3 – Multiple-Meaning Words</p>	<p>Explain that some words have more than one meaning. Match pictures and meanings together before students try on their own. Complete 3A, 3B.</p>
<p>VL4 – Alphabetical Order</p>	<p>Explain meaning of alphabetical order. Fill in an alphabet chart to use as a reference. Place words on the chart to show which would come first. Complete 4A, 4B.</p>
<p>VL5 – Antonyms</p>	<p>Explain that antonyms are opposites. Match antonyms with their pictures to demonstrate. Students draw pictures of antonyms. Complete 5A, 5B.</p>
<p>VL6 – Classify/Categorize Action Words</p>	<p>Name the pictures in row one and have students identify the two action words. Students continue to practice finding the action words in a list. Complete 6A, 6B.</p>
<p>VL7 – Using a Glossary</p>	<p>Tell students that a glossary gives the meaning of unfamiliar words and is arranged in alphabetical order. Students</p>

	identify the parts of a glossary entry (word, picture, meaning). Complete 7A, 7B.
VL8 – Classify/Categorize Time Words	Show students a list of words and have them identify the time words. Complete 8A, 8B.
VL9 – Antonyms	Students match a pair of antonyms with their picture to show the opposite meanings. Complete 9A, 9B.
VL10 – Synonyms	Explain that synonyms are words that are similar. Students choose the pair of synonyms from a group of words. Complete 10A, 10B.
VL11 – Classify/Categorize Color Words	Students examine a group of pictures and determine the most appropriate color category title. Complete 11A, 11B.
VL12 – Homophones	Explain that homophones are words that sound the same but have different spellings and meanings. Students illustrate homophone pairs to show the differences between the words. Complete 12A, 12B.
VL13 – Word Endings -ed, -ing, -s	Explain that adding word endings helps to show when actions occur. Students combine a word with an ending to complete sentences that tell when something happened. Complete 13A, 13B.
VL14 – Classify/Categorize Number Words	Students examine a group of pictures and determine the most appropriate number title. Complete 14A, 14B.
VL15 – Suffixes -er, -est	Discuss the way -er and -est are used in comparisons. Students create words with -er or -est and use them in sentences correctly. Complete 15A, 15B.
VL16 – Suffixes -y, -ful	Demonstrate adding -y or -ful to the end of a word and explain that it changes to word to mean full of. Students write the meanings of words which have the suffix -y or -ful. Complete 16A, 16B.
VL17 – Classify/Categorize Transportation Words	Students read a category title and identify the pictures which belong in that grouping. Complete 17A, 17B.
VL18 – Multiple-Meaning Words	Explain that some words have more than one meaning. Match pictures and meanings together before students try on their own. Complete 18A, 18B.
VL19 – Synonyms	Students read a given word and find its synonym. Complete 19A, 19B.
VL20 – Compound Words	Explain that a compound word is made by combining two shorter words. Students read a word and choose the second word to make a compound word. Complete 20A, 20B.
VL21 – Prefix re-	Explain that a prefix is a word part added to the beginning of a word to change its meaning. The prefix re- means again. Students add re- to base words to make new words and use them in sentences. Complete 21A, 21B.
VL22 – Using a Dictionary	Explain that a dictionary gives the meaning of words which are arranged in alphabetical order. Students identify the parts of a dictionary entry (entry word, definition, picture, example). Complete 22A, 22B.

VL23 – Classify/Categorize Family Words	Students read a family category title (e.g., brothers) and identify the picture which belongs in that group. Complete 23A, 23B.
VL24 – Multiple-Meaning Words	Students use pictures to show the different meanings of a word (trunk, saw, fall, nail). Complete 24A, 24B.
VL25 – Synonyms/Introduce the Thesaurus	Remind students that synonyms are words that are similar and explain that a thesaurus shows synonyms. Students read a word and then identify its synonyms. Complete 25A, 25B.
VL26 – Idioms	Explain that there are groups of words that have a special meaning when they are used together. The meaning of the words together is different from the meaning of each word. Read a sentence which contains an idiom and identify the correct meaning. Complete 26A, 26B.
VL27 – Classify/Categorize Emotion Words	Students match a picture with the emotion it portrays. Complete 27A, 27B.
VL28 – Homographs	Explain that homographs look alike but have different pronunciations and meanings. Students illustrate a pair of homographs to show their differences. Complete 28A, 28B.
VL29 – Prefix un-	Explain that the prefix un- means not. Students complete sentences using words with the prefix un-. Complete 29A, 29B.
VL30 – Suffix -ly	Explain that the suffix -ly means in a certain way. Students add the suffix -ly to base words and explain the new meaning. Complete 30A, 30B.
VL31 – Alphabetical Order	Students read two words and choose the word that would be found between them, using an alphabet chart if needed. Complete 31A, 31B.
VL32 – Using a Glossary	Tell students that a glossary gives the meaning of unfamiliar words and is arranged in alphabetical order. Students identify the parts of a glossary entry (word, picture, meaning). Complete 32A, 32B.
VL33 – Multiple-Meaning Words	Students examine a picture and choose the definition which matches what it shows. Complete 33A, 33B.
VL34 – Context Clues	Explain that context clues are words that help find the meaning of unknown words. Demonstrate how to use context clues to find the meaning of a word. Students practice finding meanings of words using context clues. Complete 34A, 34B.
VL35 – Word Endings -ed, -ing, -s	Explain that adding word endings helps to show when actions occur. Students read sentences which contain words with an ending and tell when the action happened. Complete 35A, 35B.
VL36 – Prefixes un-, re-	Explain that the prefix un- means not and the prefix re- means again. Students complete sentences by choosing the word with the correct prefix. Complete 36A, 36B.
VL37 - Homophones	Explain that homophones are words that sound the same

	but have different spellings and meanings. Students illustrate homophone pairs to show the differences between the words. Complete 37A, 37B.
VL38 – Compound Words	Students choose the correct compound word to complete sentences. Complete 38A, 38B.
VL39 – Synonyms	Students read a phrase and choose a word which will give another phrase a similar meaning. Complete 39A, 39B.
VL40 – Suffixes -er, -est	Discuss the way -er and -est are used in comparisons. Students create words with -er or -est and use them in sentences correctly. Complete 40A, 40B.
VL41 – Prefixes pre-, mis-	Explain that the prefix pre- means before and the prefix mis- means not, wrong, or badly. Students identify the meaning of words which contain either mis- or pre-. Complete 41A, 41B.
VL42 – Idioms	Explain that there are groups of words that have a special meaning when they are used together. The meaning of the words together is different from the meaning of each word. Read a sentence which contains an idiom and identify the correct meaning. Complete 42A, 42B.
VL43 – Classify/Categorize	Students read category titles and choose the words which belong in the group. Complete 43A, 43B.
VL44 – Suffix -ly	Explain that the suffix -ly means in a certain way and that if the base word ends in y we change the y to i before adding suffix. Students create new words by adding the suffix -ly. Complete 44A, 44B.
VL45 – Using a Dictionary	Remind students that a dictionary gives the meaning of words, which are arranged in alphabetical order. Guide words are used to help find the entry words. Students identify the guide words for given words. Complete 45A, 45B.
VL46 – Homographs	Explain that homographs look alike but have different pronunciations and meanings. Students illustrate a pair of homographs to show their differences. Complete 46A, 46B.
VL47 – Antonyms	Remind students that words that have the opposite meaning are called antonyms. Choose a word from a sentence and have students replace it with its antonym to make a new sentence. Complete 47A, 47B.
VL48 – Suffixes -y, -ful	Explain that the suffixes -y and -ful mean full of. Students replace the words “full of ____” in a sentence with a word with the suffix -y or -ful. Complete 48A, 48B.
VL49 – Using a Thesaurus	Remind students that a thesaurus gives the synonyms of words. A thesaurus gives the entry word, synonyms, part of speech, examples, and antonyms. Students use a thesaurus to replace words in a sentence. Complete 49A, 49B.
VL50 – Prefix over-	Explain that when we add a prefix to a word, we use the meaning of the prefix to change the meaning of the word. Explain that the prefix over- means above, beyond, or too

	much. Add over- to words and discuss the new meanings. Complete 50A, 50B.
VL51 – Using a Dictionary	Explain that a dictionary will list all of the different meanings of a word. Students read a sentence containing a word with several meanings. Using a dictionary, students identify the correct meaning for the sentence. Complete 51A, 51B.
VL52 – Idioms	Students read sentences containing idioms and determine the correct meaning for the phrase. Complete 52A, 52B.
VL53 – Multiple-Meaning Words	Students examine a picture and choose the definition which matches what it shows. Complete 53A, 53B.
VL54 – Classify/Categorize	Students create a group title for a list of related words. Complete 54A, 54B.
VL55 – Context Clues	Explain that context clues are words that help find the meaning of unknown words. Demonstrate how to use context clues to find the meaning of a word. Students practice finding meanings of words using context clues. Complete 55A, 55B.
VL56 – Multiple-Meaning Words	Students read a sentence and determine the correct meaning for a given word from a list of all of the word’s meanings. Complete 56A, 56B.
VL57 – Antonyms	Students determine which word from a pair of antonyms best completes a sentence. Complete 57A, 57B.
VL58 – Classify/Categorize	Students match words which are related in some way. Complete 58A, 58B.
VL59 - Homophones	Explain that some words sound the same but have different spellings and different meanings. Students illustrate different pairs of homophones to show the different meanings. Complete 59A, 59B.
VL60 – Using a Dictionary	Students read a sentence containing a word with several meanings. Using a dictionary, students identify the correct meaning for the sentence. Complete 60A, 60B.
VL61 – Multiple-Meaning Words	Students read a sentence and determine the correct meaning for a given word from a list of all of the word’s meanings. Complete 61A, 61B.
VL62 – Suffix -less	Explain that the suffix –less means without. Students create a new word using the suffix –less when given a meaning, or write the meaning of a word which contains the suffix –less. Complete 62A, 62B.
VL63 - Antonyms	Students complete a sentence pair by adding an antonym of a word from sentence one to sentence two. Complete 63A, 63B.
VL64 – Word Endings -s, -es, -ed, -ing	Explain that –s or –es added to the end of a word mean more than one. When –ed is added to the end of a verb, it means the action has already happened, while adding –ing means the action will happen. Students choose the correct ending to complete a sentence. Complete 64A, 64B.

VL65 – Prefix mis-	Explain that the prefix mis- means bad or wrong. Students choose the correct meaning of a word with the prefix mis-. Complete 65A, 65B.
VL66 – Suffixes -er, -or	Explain that the suffixes –er and –or mean one who. Students create words with the suffix –er or –or based on a meaning. Complete 66A, 66B.
VL67 - Synonyms	Students read a sentence and create a new sentence by replacing one word with a synonym. Complete 67A, 67B.
VL68 – Multiple-Meaning Words	Students read sentences and choose the correct meaning of a word based on context clues. Complete 68A, 68B.
VL69 – Using a Dictionary/Glossary	Students use a dictionary or a glossary to determine the correct meaning of a word in a given sentence. Complete 69A, 69B.
VL70 – Classify/Categorize	Students choose words to complete categories. Complete 70A, 70B.
VL71 – Suffixes -y, -ful, -ous	Explain that the suffixes –y, -ful, -ous mean full of. Students identify base words and write the meaning of a word using a suffix. Complete 71A, 71B.
VL72 – Idioms	Students read sentences containing idioms and determine the correct meaning for the phrase. Complete 72A, 72B.
VL73 – Homophones/Homographs	Explain the difference between homophones (two words sound the same but have different spellings and meanings) and homographs (two words that look the same, but sound different and have different meanings). Students look at a pair of words and match them with their meanings. Complete 73A, 73B.
VL74 – Prefixes in-, im-	Explain that the prefixes in- and im- mean not. Students choose the correct word based on a meaning given in a sentence. Complete 74A, 74B.
VL75 – Using a Thesaurus	Remind students that a thesaurus gives the synonyms of words. A thesaurus gives the entry word, synonyms, part of speech, examples, and antonyms. Students use a thesaurus to replace words in a sentence. Complete 75A, 75B.
VL76 – Context Clues	Explain that students can look in a nearby sentence for clues to the meaning of a word. Students determine the meaning of a given word. Complete 76A, 76B.
VL77 – Suffix -ly	Explain that the suffix –ly means in a certain way. Students identify base words and write the meaning of a word using this suffix. Complete 77A, 77B.
VL78 – Suffixes -er, -est	Explain that –er and –est are used in comparisons. Students complete sentences by adding either –er or –est to a given word based on clues in the sentence. Complete 78A, 78B.
VL79 – Prefixes pre-, re-, bi-	Explain the meanings of pre- (before), re- (again), and bi- (two). Students choose the correct word based on a meaning given in a sentence. Complete 79A, 79B.
VL80 – Using a Dictionary/Glossary	Explain that some words can be used as either a noun or a

	verb. Students use a dictionary to determine whether a given word in a sentence is used as a noun or verb. Complete 80A, 80B.
VL81 – Prefix non-	Explain that the prefix non- means not. Students choose the correct word based on a meaning given in a sentence. Complete 81A, 81B.
VL82 – Prefixes in-, im-	Explain that the prefixes in- and im- mean not. Students choose the correct word based on a meaning given in a sentence. Complete 82A, 82B.
VL83 – Context Clues	Explain that students can look in a nearby sentence for clues to the meaning of a word. Students determine the meaning of a given word. Complete 83A, 83B.
VL84 – Words from Other Languages	Explain that there are words in English that came from other languages. Students read the meanings of words from other languages and determine in which sentence the word belongs. Complete 84A, 84B.
VL85 – Analogies	Explain that an analogy is a statement that compares two sets of words. The two sets of words are related in the same way. Students practice completing analogies. Complete 85A, 85B.
VL86 – Suffix -ion	Explain that the suffix -ion means the act of or the result of. Students read a definition and choose the correct word to go with it. Complete 86A, 86B.
VL87 – Homophones/Homographs	Explain the difference between homophones (two words sound the same but have different spellings and meanings) and homographs (two words that look the same, but sound different and have different meanings). Students look at a pair of words and match them with their meanings. Complete 87A, 87B.
VL88 – Word Roots	Explain that there are many word roots come from Greek or Latin. Students use a list of word roots and their meanings to figure out the meanings of given words. Complete 88A, 88B.
VL89 – Prefixes un-, dis-	Explain that the prefixes un- and dis- mean not. Students choose the correct word based on a meaning given in a sentence. Complete 89A, 89B.
VL90 – Compound Words	Remind students that compound words are words made up of two shorter words. Sometimes these smaller words give clues to the meaning of the new word and sometimes they do not. Students read riddles and determine the correct compound word. Complete 90A, 90B.
Additional Resources	
Student Resources:	
<ul style="list-style-type: none"> • Houghton Mifflin Reading Flip Charts and Blackline Masters 	
Teacher Resources:	
<ul style="list-style-type: none"> • Houghton Mifflin Reading Toolkit • www.fcrr.org 	

Unit Overview
<p>Content Area: Basic Skills – Reading</p>
<p>Unit Title: Comprehension</p>
<p>Grade Level: Kindergarten – Fifth Grade</p>
<p>Unit Summary: Comprehension is the ability of the reader to make meaning of a text. Good readers self-monitor their comprehension. They use strategies such as previewing, building background, setting a purpose for reading, checking for understanding, retelling or summarizing, and evaluating ideas to improve their comprehension. Students move through this unit based on the needs identified in MAP testing and diagnostic assessments. They do not complete each lesson.</p>
Learning Targets
<p>Common Core Standards: <i>Reading Literature</i></p> <ul style="list-style-type: none"> • RL.K.1 With prompting and support, ask and answer questions about key details in a text. • RL.K.2 With prompting and support, retell familiar stories, including key details. • RL.K.3 With prompting and support, identify characters, setting, and major events in a story. • RL.K.4 Ask and answer questions about unknown words in a text. • RL.K.5 Recognize common types of texts. • RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. • RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear. • RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. • RL.K.10 Actively engage in group reading activities with purpose and understanding. • RL.1.1 Ask and answer questions about key details in a text. • RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL.1.3 Describe characters, settings, and major events in a story, using key details. • RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. • RL.1.6 Identify who is telling the story at various points in text. • RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • RL.1.9 Compare and contrast the adventures and experiences of characters in stories. • RL.1.10 With prompting and support, read prose and poetry of appropriate complexity. • RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • RL.2.3 Describe how characters in a story respond to major events and challenges. • RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.
- RL.2.10 Read and comprehend literature, including stories and poetry with scaffolding as needed at the high end of the range.
- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting)
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- RL.3.10 Read and comprehend literature, including stories, dramas, and poetry, independently and proficiently.
- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (character's thoughts, words, or actions).
- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
- RL.4.10 Read and comprehend literature, including stories, dramas and poetry, with scaffolding

as needed at the high end of the range.

- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- RL.5.4 Determine the meaning of words and phrases used in a text, including figurative language such as metaphors and similes.
- RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
- RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
- RL.5.9 Compare and contrast stories in the same genre or their approaches to similar themes and topics.
- RL.5.10 Read and comprehend literature, including stories, dramas, and poetry independently and proficiently.

Reading Informational Text

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text.
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.
- RI.K.10 Actively engage in group reading activities with purpose and understanding.
- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 Identify the reasons an author gives to support points in a text.

- RI.1.9 Identify basic similarities in and differences between two texts on the same topic.
- RI.1.10 With prompting and support, read informational texts appropriately complex.
- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text.
- RI.2.4 Determine the meaning of words and phrases in a text.
- RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 Explain how specific mages contribute to and clarify text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, with scaffolding as needed at the high end of the range.
- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.
- RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.
- RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text.
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI.3.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, independently and proficiently.
- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a topic or subject area.
- RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and information provided.
- RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, with scaffolding as needed at the high end of the range.
- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.
- RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evident support which points.
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, independently and proficiently.

Unit Essential Questions:

- What is the purpose for reading a particular selection?
- Which strategies are effective for fiction texts?
- Which strategies are effective for nonfiction texts?
- What are the important parts of the text (story structure for fiction, main idea/details for nonfiction)?
- What clues help readers figure out what the author has not said?
- What evidence proves a readers ideas about a text?

Unit Enduring Understandings:

- Good readers interact with the reading material to create meaning.

Unit Learning Targets:

Students will...

- Identify main idea and supporting details.
- Identify story structure including characters, setting, and events.

- Make predictions based on clues from the reading material.
- Determine the sequence of events.
- Compare and contrast ideas.
- Draw conclusions and make inferences based on evidence from the reading material.
- Determine cause and effect.
- Use text features to create meaning.
- Determine the author's purpose.
- Analyze characters.

Evidence of Learning

Assessments:

- Completed assignments
- Progress monitoring of skills
- Observation

Lesson Plans

Lesson Number and Title	Lesson Description
CL1 – Main Idea	Explain that the main idea of a story is what the story is mostly about. Demonstrate how to look at a set of pictures and give one sentence to tell what is happening (the main idea). Students practice with their own picture sets. Complete 1A, 1B.
CL2 – Noting Details	Explain that details give more information about the main idea. Look at a picture and read the main idea. Then demonstrate how to describe other aspects of the picture. Students practice with their own picture. Complete 2A, 2B.
CL3 – Story Structure: Characters	Explain that the people or animals in a story are the characters. Show a picture and tell the story. Identify the characters in the story. Students practice with their own picture. Complete 3A, 3B.
CL4 – Making Predictions	Students look at the cover of a book and tell what they think the story will be about. Complete 4A, 4B.
CL5 – Making Predictions	Show the students a set of pictures and tell a story. Show the next part of the story and ask for predictions. Students practice with their own picture. Complete 5A, 5B.
CL6 – Parts of a Book	Explain that all books have a title (the name of the book) and an author (the person who wrote it). Some books have an illustrator (the person who drew the pictures). Share a book with the students and have them identify the title, author, and illustrator. Complete 6A, 6B.
CL7 – Sequence of Events	Explain that things happen in a story in a certain order, an order that makes sense. Demonstrate how to look at pictures and determine the order that makes sense. Students practice with pictures of their own. Complete 7A, 7B.
CL8 – Compare and Contrast	Explain that when pictures are the same, it means they are alike. When pictures are different, it means they are not alike. Show two pictures and describe the ways in which they are the same and different. Students practice with

	pictures of their own. Complete 8A, 8B.
CL9 – Understanding Characters	Explain that the people or animals in a story are the characters. Show a picture and tell the story. Identify the characters in the story. Students practice with their own picture. Complete 9A, 9B.
CL10 – Making Predictions	Show the students a set of pictures and tell a story. Show the next part of the story and ask for predictions. Students practice with their own picture. Complete 10A, 10B.
CL11 – Making Predictions	Show the students a set of pictures and tell them a story. Show two pictures and describe what is happening in each. Ask which picture would be the next thing to happen in the story. Students practice with their own pictures. Complete 11A, 11B.
CL12 – Story Structures	Explain that stories have a beginning, middle, and end. Show pictures and tell the story of what is happening. Ask what happened first, next, and last. Students practice with their own pictures, telling which event happens first, next, and last. Complete 12A, 12B.
CL13 – Compare and Contrast	Explain that when pictures are the same, it means they are alike. When pictures are different, it means they are not alike. Show two pictures and describe the ways in which they are the same and different. Students practice with pictures of their own. Complete 13A, 13B.
CL14 – Drawing Conclusions	Explain that you can guess what will happen in a story by using details in pictures and thinking about your own experience. Talk about two pictures and model how to draw a conclusion based on the clues and personal experience. Students practice with their own pictures. Complete 14A, 14B.
CL15 – Cause and Effect	Explain that sometimes one thing makes another thing happen in a story. Use pictures to help tell a nursery rhyme. Explain how one thing led to another thing happening. Students practice with their own pictures. Complete 15A, 15B.
CL16 – Sequence of Events	Explain that things happen in a story in a certain order, an order that makes sense. Demonstrate how to look at pictures and determine the order that makes sense. Students practice with pictures of their own. Complete 16A, 16B.
CL17 – Main Idea and Details	Explain that looking for details in a story can help figure out what a story is mostly about. Describe two pictures and point out what is the same about them. Explain that this is the main idea. Students practice with pictures of their own. Complete 17A, 17B.
CL18 – Story Structure: Setting	Explain that the place where story events happen is called the setting. Look at pictures and describe where the picture is set. Students practice with pictures of their own.

	Complete 18A, 18B.
CL19 – Drawing Conclusions	Explain that readers use clues from pictures plus facts they know to read a picture story. Demonstrate using a set of three pictures and personal experiences. Students practice with pictures of their own. Complete 19A, 19B.
CL20 – Cause and Effect	Explain that sometimes one thing makes another thing happen in a story. Students should ask “Why did ____ happen?” Demonstrate with Humpty Dumpty nursery rhyme. Students practice with pictures of their own. Complete 20A, 20B.
CL21 – Retelling	Explain that retelling is telling a story over again by remembering the characters, places, and events. Retell a story about things done before school. Tell a story about a set of three pictures and have students retell. Students practice with a partner with pictures of their own. Complete 21A, 21B.
CL22 – Understanding Print Materials	Explain that words are printed on many things (newspaper, stop signs, etc.). Have students look at pictures and tell what words go with them. Complete 22A, 22B.
CL23 – Sequence of Events	Explain that things happen in a story in a certain order, an order that makes sense. Demonstrate how to look at pictures and determine the order that makes sense. Students practice with pictures of their own. Complete 23A, 23B.
CL24 – Drawing Conclusions	Explain that readers use clues from pictures plus facts they know to read a picture story. Demonstrate using a set of three pictures and personal experiences. Students practice with pictures of their own. Complete 24A, 24B.
CL25 – Cause and Effect	Explain that sometimes one thing causes another thing to happen in a story. Tell a story about a set of pictures. Tell how the last event was caused by one of the earlier events. Students practice with pictures of their own. Complete 25A, 25B.
CL26 – Compare and Contrast	Explain that when pictures are the same, it means they are alike. When pictures are different, it means they are not alike. Show two pictures and describe the ways in which they are the same and different. Students practice with pictures of their own. Complete 26A, 26B.
CL27 – Story Structure: Events	Explain that events are the important actions that happen to characters in a story. Describe the events happening in a set of pictures and make connections to personal experiences. Students practice with pictures of their own. Complete 27A, 27B.
CL28 – Main Idea and Details	Explain that looking for details in a story can help figure out what a story is mostly about. Describe two pictures and point out what is the same about them. Explain that this is the main idea. Students practice with pictures of their own.

	Complete 28A, 28B.
CL29 – Retelling	Explain that retelling is telling a story over again by remembering the characters, places, and events. Retell a story about things done before school. Tell a story about a set of three pictures and have students retell. Students practice with a partner with pictures of their own. Complete 29A, 29B.
CL30 – Distinguish Fantasy from Realistic Fiction	Explain that things that happen in stories can be real or make-believe. Show pictures and discuss what is happening. Discuss whether these events could really happen. Students practice with pictures of their own. Complete 30A, 30B.
CL31 – Main Idea	Explain that the main idea of a story is what the story is mostly about. Read sentences aloud while students follow along. Model how all of the sentences tell about one topic and create a sentence telling about the passage. Students practice with sentences of their own. Complete 31A, 31B.
CL32 – Story Structure: Characters	Explain that characters are the people or animals that a story is about. Describe a picture and choose the word that names the main character. Students practice with pictures and words of their own. Complete 32A, 32B.
CL33 – Sequence of Events	Explain that a story happens in a certain order. Read a story aloud while students follow along. Model placing pictures of the events in the correct order. Students practice with passages and pictures of their own. Complete 33A, 33B.
CL34 – Understanding Characters	Explain that it is important to look for clues about how people or animals act and what they say in the story. These clues help understand about the characters. Model with a passage and pictures. Students practice with passages and pictures of their own. Complete 34A, 34B.
CL35 – Story Structure: Setting	Explain that the setting is the place where a story happens. Look at pictures and choose the correct setting. Students practice with pictures of their own. Complete 35A, 35B.
CL36 – Making Predictions	Students look at the cover of a book and tell what they think the story will be about. Complete 36A, 36B.
CL37 – Noting Details	Explain that readers can better understand the material by looking for details in the story. Read and reread a story pointing out details. Model finding the details that tell about the story. Students practice with pictures of their own. Complete 37A, 37B.
CL38 – Sequence of Events	Explain that a story happens in a certain order. Read a story aloud while students follow along. Model placing pictures of the events in the correct order. Students practice with passages and pictures of their own. Complete 38A, 38B.
CL39 – Making Predictions	Explain that good readers use pictures and words to predict what will happen next. Read a story and look at the two pictures that go with it. Model how to make a prediction. Students practice with passages and pictures of their own.

	Complete 39A, 39B.
CL40 – Following Directions	Explain that directions tell you what to do. Point to the directions at the topic of the page and demonstrate how to follow them. Students practice with directions of their own. Complete 40A, 40B.
CL41 – Sequence of Events	Explain that a story happens in a certain order. Read a story aloud while students follow along. Model placing pictures of the events in the correct order. Students practice with passages and pictures of their own. Complete 41A, 41B.
CL42 – Understanding Characters	Explain that understanding what roles the characters play can help readers predict what the story will be about. Show a picture of a character and describe clues that help to predict the character’s job. Students practice with pictures of their own. Complete 42A, 42B.
CL43 – Drawing Conclusions	Explain that pictures and word clues as well as personal experiences can help readers draw conclusions about a story. Demonstrate using pictures and words to draw a conclusion. Students practices with pictures and words on their own. Complete 43A, 43B.
CL44 – Compare and Contrast	Explain the purpose of comparing and contrasting. Share pictures and a passage. Discuss what is the same and what is different. Students practice with passages and pictures of their own. Complete 44A, 44B.
CL45 – Main Idea and Details	Explain that readers can tell what a story is mostly about by looking for main ideas and details. Read a passage and model how to describe the details then find the main idea. Students practice with passages of their own. Complete 45A, 45B.
CL46 – Compare and Contrast	Explain that good readers use clues from stories and pictures to find out how people or things are the same and how they are different. Read a story and describe what is happening in the two pictures. Explain what is the same and different about each picture. Students practice with pictures of their own. Complete 46A, 46B.
CL47 – Making Predictions	Explain that good readers use pictures and words to predict what will happen next in a story. Read the beginning of a story and model how to make a prediction about what will happen next. Students practice with passages of their own. Complete 47A, 47B.
CL48 – Drawing Conclusions	Explain that writers expect readers to have their own knowledge or experiences that help them understand what the author is saying. Describe two pictures and model drawing a conclusion. Students practice with pictures of their own. Complete 48A, 48B.
CL49 – Cause and Effect	Explain that when something happens in a story it may cause another event to happen. A reader can make a prediction about what will happen. Describe what is happening in the

	<p>first picture and model how to predict what might happen next. Finish story and discuss how the cause and effect were useful. Students practice with passages of their own. Complete 49A, 49B.</p>
CL50 – Main Idea and Details	<p>Explain that readers can tell what a story is mostly about by looking for main ideas and details. Read a passage and model how to describe the details then find the main idea. Students practice with passages of their own. Complete 50A, 50B.</p>
CL51 – Drawing Conclusions	<p>Explain that writers expect readers to have their own knowledge or experiences that help them understand what the author is saying. Describe two pictures and model drawing a conclusion. Students practice with pictures of their own. Complete 51A, 51B.</p>
CL52 – Cause and Effect	<p>Explain that when something happens in a story it may cause another event to happen. A reader can make a prediction about what will happen. Describe what is happening in the first picture and model how to predict what might happen next. Finish story and discuss how the cause and effect were useful. Students practice with passages of their own. Complete 52A, 52B.</p>
CL53 – Sequence of Events	<p>Explain that events in a story happen in an order that makes sense. Knowing the order of events can help a reader understand a story. Read a story and a list of events. Number the events in the order in which they occurred. Students practice with passages of their own. Complete 53A, 53B.</p>
CL54 – Retelling	<p>Explain that retelling is telling a story over again by remembering the characters, places, and events. Before retelling a story, it is important to think about who the characters are and why they do what they do. Model retelling a passage. Students practice with passages of their own. Complete 54A, 54B.</p>
CL55 – Compare and Contrast	<p>Explain that good readers use clues from stories and pictures to find out how people or things are the same and how they are different. Read a story and describe what is happening in the two pictures. Explain what is the same and different about each picture. Students practice with pictures of their own. Complete 55A, 55B.</p>
CL56 – Print Features	<p>Explain that authors write some words in special ways to show that they are important. Show a picture where some words are written darker than others. Show another picture where some words are written in all capital letters. Students identify special words in pictures of their own. Complete 56A, 56B.</p>
CL57 – Story Structure	<p>Explain that readers can use word clues and what they already know to predict what is going to happen in a story.</p>

	Read a passage and model making a prediction. Students practice with passages of their own. Complete 57A, 57B.
CL58 – Cause and Effect	Explain that when something happens in a story it may cause another event to happen. Read aloud sentences and relate them to the pictures. Explain how the cause and effect are connected. Students practice with passages and pictures of their own. Complete 58A, 58B.
CL59 – Compare and Contrast	Explain that good readers use clues from stories and pictures to find out how people or things are the same and how they are different. Read a story and describe what is happening in the two pictures. Explain what is the same and different about each picture. Students practice with pictures of their own. Complete 59A, 59B.
CL60 – Making Predictions	Explain that good readers use pictures and words to predict what will happen next in a story. Read the beginning of a story and model how to make a prediction about what will happen next. Students practice with passages of their own. Complete 60A, 60B.
CL61 – Sequence of Events	Explain that the events in a story happen in a certain sequence. The order of events has to make sense. Read a passage and demonstrate putting the events in the correct order. Students practice with passages of their own. Complete 61A, 61B.
CL62 – Making Predictions	Explain that good readers use pictures and words to predict what will happen next in a story. Read the beginning of a story and model how to make a prediction about what will happen next. Students practice with passages of their own. Complete 62A, 62B.
CL63 – Compare and Contrast	Explain that characters can be the same in some ways and different in others. Read a passage and describe ways in which the characters are the same and ways in which they are different. Students practice with passages of their own. Complete 63A, 63B.
CL64 – Cause and Effect	Explain that sometimes one thing causes another thing to happen in a story. Tell a story about a set of pictures. Tell how the last event was caused by one of the earlier events. Students practice with pictures of their own. Complete 64A, 64B.
CL65 – Story Structure: Setting	Explain that good readers use details in a story to help them identify the setting. Read a passage and model using the clues to determine the setting. Students practice with passages of their own. Complete 65A, 65B.
CL66 – Text Features	Explain that authors write some words in special ways to show that they are important. Show a picture where some words are written darker than others. Show another picture where some words are written in all capital letters. Students identify special words in pictures of their own. Complete

	66A, 66B.
CL67 – Drawing Conclusions	Explain that writers expect readers to have their own knowledge or experiences that help them understand what the author is saying. Describe two pictures and model drawing a conclusion. Students practice with pictures of their own. Complete 67A, 67B.
CL68 – Main Idea and Detail	Explain that readers can tell what a story is mostly about by looking for main ideas and details. Read a passage and model how to describe the details then find the main idea. Students practice with passages of their own. Complete 68A, 68B.
CL69 – Author’s Purpose	Explain that authors write for different reasons. Knowing an author’s purpose may help a reader understand a story. Model finding the author’s purpose for writing a passage. Students practice with passages of their own. Complete 69A, 69B.
CL70 – Fact and Opinion	Explain that a fact is a statement that can be proved to be true. An opinion tells someone’s idea or feelings. Display statements and sort them into facts and opinions. Students practice with statements of their own. Complete 70A, 70B.
CL71 – Drawing Conclusions	Explain that readers often draw conclusions to help them predict what comes next in a story. Read passage aloud and model how to draw conclusions to make a prediction. Students practice with passages of their own. Complete 71A, 71B.
CL72 – Retelling	Explain that retelling is telling a story over again by remembering the characters, places, and events. Before retelling a story, it is important to think about who the characters are and why they do what they do. Model retelling a passage. Students practice with passages of their own. Complete 72A, 72B.
CL73 – Making Predictions	Explain that good readers use pictures and words to predict what will happen next in a story. Read the beginning of a story and model how to make a prediction about what will happen next. Students practice with passages of their own. Complete 73A, 73B.
CL74 – Main Idea and Details	Explain that readers can tell what a story is mostly about by looking for main ideas and details. Read a passage and model how to describe the details then find the main idea. Students practice with passages of their own. Complete 74A, 74B.
CL75 – Cause and Effect	Explain that sometimes one thing causes another thing to happen in a story. Tell a story about a set of pictures. Tell how the last event was caused by one of the earlier events. Students practice with pictures of their own. Complete 75A, 75B.
CL76 – Story Structure: Events	Explain that events are the important actions that happen to

	characters in a story. Describe the events happening in a passage by telling what happens first, next, and last. Students practice with passages of their own. Complete 76A, 76B.
CL77 – Following Directions	Explain that some directions ask you to more than one thing. Demonstrate following multi-step directions. Students practice with directions of their own. Complete 77A, 77B.
CL78 – Understanding Characters	Explain that good readers question why characters do certain things in a passage. Demonstrate using questions to understand characters. Students practice with passages of their own. Complete 78A, 78B.
CL79 – Compare and Contrast	Explain that characters can be the same in some ways and different in others. Read a passage and describe ways in which the characters are the same and ways in which they are different. Students practice with passages of their own. Complete 79A, 79B.
CL80 – Main Idea and Details	Explain that readers can tell what a story is mostly about by looking for main ideas and details. Read a passage and model how to describe the details then find the main idea. Students practice with passages of their own. Complete 80A, 80B.
CL81 – Understanding Characters	Explain that good readers learn about characters by looking for details in the text that describe them. Describe finding details about characters in a passage. Students practice with passages of their own. Complete 81A, 81B.
CL82 – Sequence of Events	Explain that events in a story happen in a certain sequence, or order. Read a passage and place the events in the order in which they happened. Complete 82A, 82B.
CL83 – Cause and Effect	Explain that sometimes one thing causes another thing to happen in a story. Tell a story about a set of pictures. Tell how the last event was caused by one of the earlier events. Students practice with pictures of their own. Complete 83A, 83B.
CL84 – Sequence of Events	Explain that events in a story happen in a certain sequence, or order. Read a passage and place the events in the order in which they happened. Complete 84A, 84B.
CL85 – Reader’s Purpose	Explain that readers read for different reasons. Display different materials and discuss the purpose behind each. Complete 85A, 85B.
CL86 – Fact and Opinion	Explain that a fact is a statement that can be proved to be true. An opinion tells someone’s idea or feelings. Display statements and sort them into facts and opinions. Students practice with statements of their own. Complete 86A, 86B.
CL87 – Making Predictions	Explain that good readers use pictures and words to predict what will happen next in a story. Read the beginning of a story and model how to make a prediction about what will happen next. Students practice with passages of their own.

	Complete 87A, 87B.
CL88 – Graphic Features	Explain that many books use charts, diagrams, or graphs to show information that a reader can find quickly and easily. Demonstrate locating information from these graphics. Students practice on their own. Complete 88A, 88B.
CL89 – Compare and Contrast	Explain that characters can be the same in some ways and different in others. Read a passage and describe ways in which the characters are the same and ways in which they are different. Students practice with passages of their own. Complete 89A, 89B.
CL90 – Structural Features	Explain that many books have a table of contents and chapter headings to help readers find information. Demonstrate locating information from these features. Students practice on their own. Complete 90A, 90B.
Additional Resources	
Student Resources:	
<ul style="list-style-type: none"> • Houghton Mifflin Reading Flip Charts and Blackline Masters 	
Teacher Resources:	
<ul style="list-style-type: none"> • Houghton Mifflin Reading Toolkit • www.fcrr.org 	

Unit Overview	
Content Area: Basic Skills – Reading	
Unit Title: Fluency	
Grade Level: Kindergarten – Fifth Grade	
<p>Unit Summary:</p> <p>Fluent readers use automaticity (fast, effortless word recognition) and prosody (ability to read accurately, quickly, and with appropriate intonation and expression). Good readers focus on expression, phrasing (paying attention to punctuation), smoothness, and pacing.</p> <p>Students move through this unit based on the needs identified in MAP testing and diagnostic assessments. They do not complete each lesson.</p>	
Learning Targets	
<p>Common Core Standards:</p> <p><i>Foundational Skills</i></p> <ul style="list-style-type: none"> • RF.K.4 Read emergent-reader texts with purpose and understanding. • RF.1.4a Read grade-level text with purpose and understanding. • RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • RF.2.4a Read grade-level text with purpose and understanding. • RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • RF.3.4a Read grade-level text with purpose and understanding. • RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • RF.4.4a Read grade-level text with purpose and understanding. • RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • RF.5.4a Read grade-level text with purpose and understanding. • RF.5.4b Read grade-level prose and poetry orally and with accuracy, appropriate rate, and expression on successive readings. • RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do fluent readers learn to recognize words? • How do fluent readers change their voice? • How do fluent readers use punctuation? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Good readers make reading sound natural by matching their expression to the meaning of the passage, paying attention to punctuation, and with words flowing

<ul style="list-style-type: none"> • How do fluent readers break sentences into meaningful phrases? • How do fluent readers know which words to stress? 	together as if they were having a conversation.
<p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none"> • Practice high frequency words for quick word recognition. • Break long groups of words into meaningful phrases. • Use punctuation to change their voices. • Read passages the way they would speak. • Change the rate of their reading to fit the passage. • Listen to their reading and correct words that do not make sense. • Stress appropriate words in a passage. 	
Evidence of Learning	
<p>Assessments:</p> <ul style="list-style-type: none"> • Completed assignments • Progress monitoring of skills • Observation 	
Lesson Plans	
Lesson Number and Title	Lesson Description
FL1 – Accuracy: Word Recognition	Explain that fluent readers say words the way they would talk. Recognizing words quickly helps them do this. Demonstrate reading a list of words. Students repeatedly practice this list as well. Complete 1A, 1B.
FL2 – Accuracy: Words Connected in Text	Explain that fluent readers connect words on a page. They use their voices to show that words in phrases go together. Demonstrate connecting words from a list. Students echo read the list, and then practice on their own. Complete 2A, 2B.
FL3 – Phrasing: Attention to Punctuation (Period)	Explain that fluent readers use punctuation to help them read. A period is a signal that tells the reader to stop. Model using punctuation. Students echo read, and then practice on their own. Complete 3A, 3B.
FL4 – Intonation	Explain that fluent readers use punctuation to change the sound of their voices – they lower their voices for periods, raise their voices for question marks, and they read in an excited way for exclamation marks. Model changing voices for punctuation. Students echo read, and then practice on their own. Complete 4A, 4B.
FL5 – Accuracy: Self-Correct	Explain that when fluent readers come to words that do not make sense, they stop, find their mistake, correct it, and then reread. Model correcting mistakes when reading aloud. Practice with students. Complete 5A, 5B.
FL6 – Expression	Explain that fluent readers try to read in the way people speak. Read sentences and discuss the emotions that match the words. Reread using the emotions. Complete 6A, 6B.
FL7 – Rate	Explain that fluent readers read at a rate to help make sense

	of what the story is about. Model reading at different rates and have students identify the one that sounds best. Students echo read and practice on their own. Complete 7A, 7B.
FL8 – Phrasing: Natural Pauses	Explain that fluent readers look for and pause between groups of words that go together. If readers do not pause often enough, the reading will sound all run-together. If readers pause too much, it will sound choppy. Model and have students echo read before practicing on their own. Complete 8A, 8B.
FL9 – Accuracy: Word Recognition	Explain that fluent readers say words the way they would talk. Recognizing words quickly helps them do this. Demonstrate reading a list of words. Students repeatedly practice this list as well. Complete 9A, 9B.
FL10 – Stress	Explain that fluent readers sound like they are taking and their voice does not sound the same for every word. Model how to stress the underlined words. Students practice on their own. Complete 10A, 10B.
FL11 – Phrasing: Attention to Punctuation (Comma)	Explain that fluent readers pay attention to punctuation marks. A comma is a signal to pause, while a period is a signal to stop. Draw one slash for every comma and two slashes for every period in a group of sentences. Model reading correctly. Students practice on their own. Complete 11A, 11B.
FL12 – Rate	Model reading a passage at an appropriate rate. Students practice repeatedly reading the passage. Complete 12A, 12B.
FL13 – Accuracy: Word Recognition	Explain that fluent readers say words the way they would talk. Recognizing words quickly helps them do this. Demonstrate reading a list of words. Students repeatedly practice this list as well. Complete 13A, 13B.
FL14 – Expression	Explain that fluent readers try to read in the way people speak. Read sentences and discuss the emotions that match the words. Reread using the emotions. Complete 14A, 14B.
FL15 – Intonation	Explain that fluent readers use punctuation to change the sound of their voices – they lower their voices for periods, raise their voices for question marks, and they read in an excited way for exclamation marks. Model changing voices for punctuation. Students echo read, and then practice on their own. Complete 15A, 15B.
FL16 – Stress	Explain that fluent readers raise and lower their voices as they read to show what’s important. Read the same sentence twice, stressing different words. Ask students which makes more sense. Students practice on their own. Complete 16A, 16B.
FL17 – Phrasing: Attention to Punctuation (Question Mark)	Explain that fluent readers use end marks to tell how to make their voice at the end of the sentence. When readers

	come to a question mark, their voice goes up. Model reader questions appropriately. Students practice on their own. Complete 17A, 17B.
FL18 – Expression	Explain that when readers read with feeling it helps them understand what the character is feeling. Model reading sentences with different feelings. Students practice on their own. Complete 18A, 18B.
FL19 – Intonation	Explain that fluent readers use their voices to show feeling – happiness, sadness, anger, etc. Model reading sentences with different feelings. Students practice on their own. Complete 19A, 19B.
FL20 – Rate	Explain that fluent readers do not read one at a time – they group words together to make the reading sound smooth. Read a passage with words grouped together. Students echo read then practice by themselves. Complete 20A, 20B.
FL21 – Phrasing: Natural Pauses	Explain that fluent readers look for and pause between groups of words that go together. If readers do not pause often enough, the reading will sound all run-together. If readers pause too much, it will sound choppy. Model and have students echo read before practicing on their own. Complete 21A, 21B.
FL22 – Accuracy: Words Connected in Text	Explain that good readers read each word correctly. They also use their voices to show that words in a sentence go together. They think about what the words mean. They also look for signals about which words go together, such as punctuation marks. They read as if they were talking. Model reading the sentences with accuracy and with feeling. Students echo read before practicing on their own. Complete 22A, 22B.
FL23 – Stress	Explain that fluent readers raise and lower their voices as they read to show what’s important. Read the same sentence twice, stressing different words. Ask students which makes more sense. Students practice on their own. Complete 23A, 23B.
FL24 – Expression	Explain that when readers read with feeling it helps them understand what the character is feeling. Model reading sentences with different feelings. Students practice on their own. Complete 24A, 24B.
FL25 – Phrasing: Attention to Punctuation (Comma)	Explain that fluent readers pay attention to punctuation marks. A comma is a signal to pause, while a period is a signal to stop. Draw one slash for every comma and two slashes for every period in a group of sentences. Model reading correctly. Students practice on their own. Complete 25A, 25B.
FL26 – Accuracy: Self-Correct	Explain that when fluent readers come to words that do not make sense, they stop, find their mistake, correct it, and then reread. Model correcting mistakes when reading aloud.

	Practice with students. Complete 26A, 26B.
FL27 – Intonation	Explain that fluent readers use punctuation to change the sound of their voices – they lower their voices for periods, raise their voices for question marks, and they read in an excited way for exclamation marks. Model changing voices for punctuation. Students echo read, and then practice on their own. Complete 27A, 27B.
FL28 – Phrasing: Natural Pauses	Explain that fluent readers look for and pause between groups of words that go together. If readers do not pause often enough, the reading will sound all run-together. If readers pause too much, it will sound choppy. Model and have students echo read before practicing on their own. Complete 28A, 28B.
FL29 – Expression	Explain that when fluent readers read with feeling, they read the way that characters would speak. Model reading with expressions. Students echo read and then practice on their own. Complete 29A, 29B.
FL30 – Rate: Adjust Reading Rate to Purpose	Explain that fluent readers read different materials at different speeds. They may read at a fast rate when they read a story. They may read at a slower rate when they read for information. Model reading a story at an appropriate rate. Students read the story several times. Complete 30A, 30B.
FL31 – Accuracy: Word Recognition	Explain that fluent readers say words the way they would talk. Recognizing words quickly helps them do this. Demonstrate reading a list of words. Students repeatedly practice this list as well. Complete 31A, 31B.
FL32 – Accuracy: Words Connected in Text	Explain that good readers read each word correctly. They also use their voices to show that words in a sentence go together. They think about what the words mean. They also look for signals about which words go together, such as punctuation marks. They read as if they were talking. Model reading the sentences with accuracy and with feeling. Students echo read before practicing on their own. Complete 32A, 32B.
FL33 – Accuracy: Self-Correct	Explain that when fluent readers come to words that do not make sense, they stop, find their mistake, correct it, and then reread. Model correcting mistakes when reading aloud. Practice with students. Complete 33A, 33B.
FL34 – Intonation	Explain that fluent readers raise or lower their voices based on their feelings. Voices are raised for happy or excited feelings. Voices are lowered for angry or sad feelings. Model reading a passage. Students practice rereading on their own. Complete 34A, 34B.
FL35 – Phrasing: Attention to Punctuation	Explain that fluent readers use punctuation signals to help them read. Model reading a passage correctly. Students practice rereading on their own. Complete 35A, 35B.

FL36 – Expression	Explain that good readers pay attention to punctuation marks to help them read with good expression. Model reading with good expression. Students practice rereading on their own. Complete 36A, 36B.
FL37 – Accuracy: Words Connected in Text	Explain that good readers read each word correctly. They also use their voices to show that words in a sentence go together. They think about what the words mean. They also look for signals about which words go together, such as punctuation marks. They read as if they were talking. Model reading the sentences with accuracy and with feeling. Students echo read before practicing on their own. Complete 37A, 37B.
FL38 – Rate	Explain that good readers read slowly to get information. Model reading a passage at an appropriate rate. Students practice rereading on their own. Complete 38A, 38B.
FL39 – Phrasing: Attention to Punctuation	Explain that fluent readers use punctuation signals to help them read. Model reading a passage correctly. Students practice rereading on their own. Complete 39A, 39B.
FL40 – Stress	Explain that fluent readers raise and lower their voices as they read to show what's important. Read the same sentence twice, stressing different words. Ask students which makes more sense. Students practice on their own. Complete 40A, 40B.
FL41 – Expression	Explain that quotation marks show that a character is speaking. Fluent readers pay attention to the words and change their voices to match the emotion. Model reading with appropriate expression. Students practice rereading on their own. Complete 41A, 41B.
FL42 – Intonation	Explain that good readers pay attention to punctuation marks to help them read with good expression. Model reading with good expression. Students practice rereading on their own. Complete 42A, 42B.
FL43 – Stress	Explain that fluent readers raise and lower their voices as they read to show what's important. Read the same sentence twice, stressing different words. Ask students which makes more sense. Students practice on their own. Complete 43A, 43B.
FL44 – Phrasing: Natural Pauses	Explain that fluent readers look for and pause between groups of words that go together. If readers do not pause often enough, the reading will sound all run-together. If readers pause too much, it will sound choppy. Model and have students echo read before practicing on their own. Complete 44A, 44B.
FL45 – Accuracy: Words Connected in Text	Explain that good readers read each word correctly. They also use their voices to show that words in a sentence go together. They think about what the words mean. They also look for signals about which words go together, such as

	punctuation marks. They read as if they were talking. Model reading the sentences with accuracy and with feeling. Students echo read before practicing on their own. Complete 45A, 45B.
FL46 – Rate	Explain that fluent readers do not read one at a time – they group words together to make the reading sound smooth. Read a passage with words grouped together. Students echo read then practice by themselves. Complete 46A, 46B.
FL47 – Stress	Explain that fluent readers raise and lower their voices as they read to show what’s important. Read the same sentence twice, stressing different words. Ask students which makes more sense. Students practice on their own. Complete 47A, 47B.
FL48 – Expression	Explain that when readers read with feeling it helps them understand what the character is feeling. Model reading sentences with different feelings. Students practice on their own. Complete 48A, 48B.
FL49 – Phrasing: Attention to Punctuation	Explain that fluent readers pay attention to punctuation marks. A comma is a signal to pause, while a period is a signal to stop. Draw one slash for every comma and two slashes for every period in a group of sentences. Model reading correctly. Students practice on their own. Complete 49A, 49B.
FL50 – Intonation	Explain that good readers pay attention to punctuation marks to help them read with good expression. Model reading with good expression. Students practice rereading on their own. Complete 50A, 50B.
FL51 – Phrasing: Natural Pauses	Explain that fluent readers look for and pause between groups of words that go together. If readers do not pause often enough, the reading will sound all run-together. If readers pause too much, it will sound choppy. Model and have students echo read before practicing on their own. Complete 51A, 51B.
FL52 – Accuracy: Self-Correct	Explain that when fluent readers come to words that do not make sense, they stop, find their mistake, correct it, and then reread. Model correcting mistakes when reading aloud. Practice with students. Complete 52A, 52B.
FL53 – Rate: Adjust Reading Rate to Purpose	Explain that fluent readers read different materials at different speeds. They may read at a fast rate when they read a story. They may read at a slower rate when they read for information. Model reading a story at an appropriate rate. Students read the story several times. Complete 53A, 53B.
FL54 – Expression	Explain that fluent readers read the way they talk. They make their voices sound higher, lower, louder, and softer to show different feelings. This helps them read with better expression. Model reading with good expression. Students

	practice rereading on their own. Complete 54A, 54B.
FL55 – Phrasing: Attention to Punctuation	Explain that fluent readers pay attention to punctuation marks. A comma is a signal to pause, while a period is a signal to stop. Draw one slash for every comma and two slashes for every period in a group of sentences. Model reading correctly. Students practice on their own. Complete 55A, 55B.
FL56 – Accuracy: Words Connected in Text	Explain that good readers read each word correctly. They also use their voices to show that words in a sentence go together. They think about what the words mean. They also look for signals about which words go together, such as punctuation marks. They read as if they were talking. Model reading the sentences with accuracy and with feeling. Students echo read before practicing on their own. Complete 56A, 56B.
FL57 – Intonation	Explain that fluent readers look for clue words to understand the feeling behind the words. Model reading with appropriate feelings and expression. Students practice rereading on their own. Complete 57A, 57B.
FL58 – Phrasing: Natural Pauses	Explain that fluent readers look for and pause between groups of words that go together. If readers do not pause often enough, the reading will sound all run-together. If readers pause too much, it will sound choppy. Model and have students echo read before practicing on their own. Complete 58A, 58B.
FL59 – Expression	Explain that fluent readers read the way they talk. They make their voices sound higher, lower, louder, and softer to show different feelings. This helps them read with better expression. Model reading with good expression. Complete 59A, 59B.
FL60 – Rate: Adjust Reading Rate to Purpose	Explain that fluent readers do not read one at a time – they group words together to make the reading sound smooth. Read a passage with words grouped together. Students echo read then practice by themselves. Complete 60A, 60B.
FL61 – Accuracy: Word Recognition	Explain that fluent readers say words the way they would talk. Recognizing words quickly helps them do this. Demonstrate reading a list of words. Students repeatedly practice this list as well. Complete 61A, 61B.
FL62 – Phrasing: Attention to Punctuation	Explain that fluent readers pay attention to punctuation marks. A comma is a signal to pause, while a period is a signal to stop. Draw one slash for every comma and two slashes for every period in a group of sentences. Model reading correctly. Students practice on their own. Complete 62A, 62B.
FL63 – Accuracy: Words Connected in Text	Explain that good readers read each word correctly. They also use their voices to show that words in a sentence go together. They think about what the words mean. They also

	look for signals about which words go together, such as punctuation marks. They read as if they were talking. Model reading the sentences with accuracy and with feeling. Students echo read before practicing on their own. Complete 63A, 63B.
FL64 – Expression	Explain that good readers pay attention to punctuation marks to help them read with good expression. Model reading with good expression. Students practice rereading on their own. Complete 64A, 64B.
FL65 – Intonation	Explain that fluent readers look for clue words to understand the feeling behind the words. Model reading with appropriate feelings and expression. Students practice rereading on their own. Complete 65A, 65B.
FL66 – Rate	Explain that fluent readers do not read one at a time – they group words together to make the reading sound smooth. Read a passage with words grouped together. Students echo read then practice by themselves. Complete 66A, 66B.
FL67 – Expression	Explain that quotation marks show that a character is speaking. Fluent readers pay attention to the words and change their voices to match the emotion. Model reading with appropriate expression. Students practice rereading on their own. Complete 67A, 67B.
FL68 – Stress	Explain that fluent readers raise and lower their voices as they read to show what’s important. Read the same sentence twice, stressing different words. Ask students which makes more sense. Students practice on their own. Complete 68A, 68B.
FL69 – Intonation	Explain that good readers pay attention to punctuation marks to help them read with good expression. Model reading with good expression. Students practice rereading on their own. Complete 69A, 69B.
FL70 – Accuracy: Self-Correct	Explain that when fluent readers come to words that do not make sense, they stop, find their mistake, correct it, and then reread. Model correcting mistakes when reading aloud. Practice with students. Complete 70A, 70B.
FL71 – Phrasing: Natural Pauses	Explain that fluent readers look for and pause between groups of words that go together. If readers do not pause often enough, the reading will sound all run-together. If readers pause too much, it will sound choppy. Model and have students echo read before practicing on their own. Complete 71A, 71B.
FL72 – Stress	Explain that fluent readers raise and lower their voices as they read to show what’s important. Read the same sentence twice, stressing different words. Ask students which makes more sense. Students practice on their own. Complete 72A, 72B.
FL73 – Rate	Explain that good readers read slowly to get information.

	Model reading a passage at an appropriate rate. Students practice rereading on their own. Complete 73A, 73B.
FL74 – Accuracy: Words Connected in Text	Explain that good readers read each word correctly. They also use their voices to show that words in a sentence go together. They think about what the words mean. They also look for signals about which words go together, such as punctuation marks. They read as if they were talking. Model reading the sentences with accuracy and with feeling. Students echo read before practicing on their own. Complete 74A, 74B.
FL75 – Expression	Explain that good readers show which words are most important in a sentence by reading them with a strong voice and pausing after them. Model reading a passage with appropriate expression. Students practice rereading on their own. Complete 75A, 75B.
FL76 – Intonation	Explain that good readers pay attention to punctuation marks to help them read with good expression. Model reading with good expression. Students practice rereading on their own. Complete 76A, 76B.
FL77 – Stress	Explain that fluent readers raise and lower their voices as they read to show what's important. Read the same sentence twice, stressing different words. Ask students which makes more sense. Students practice on their own. Complete 77A, 77B.
FL78 – Expression	Explain that fluent readers read the way they talk. They make their voices sound higher, lower, louder, and softer to show different feelings. This helps them read with better expression. Model reading with good expression. Complete 78A, 78B.
FL79 - Rate: Adjust Reading Rate to Purpose	Explain that fluent readers read different materials at different speeds. They may read at a fast rate when they read a story. They may read at a slower rate when they read for information. Model reading a story at an appropriate rate. Students read the story several times. Complete 79A, 79B.
FL80 – Phrasing: Natural Pauses	Explain that fluent readers look for and pause between groups of words that go together. If readers do not pause often enough, the reading will sound all run-together. If readers pause too much, it will sound choppy. Model and have students echo read before practicing on their own. Complete 80A, 80B.
FL81 – Intonation	Explain that fluent readers raise or lower their voices based on their feelings. Voices are raised for happy or excited feelings. Voices are lowered for angry or sad feelings. Model reading a passage. Students practice rereading on their own. Complete 81A, 81B.
FL82 – Phrasing: Attention to	Explain that fluent readers recognize semicolons in their

Punctuation	reading. When the ideas in a sentence are closely related, a semicolon can be used to join the ideas. Readers pause the same way they would for a comma. Model reading a passage with semicolons. Students practice rereading on their own. Complete 82A, 82B.
FL83 – Rate	Explain that fluent readers read different materials at different speeds. They may read at a fast rate when they read a story. They may read at a slower rate when they read for information. Model reading a story at an appropriate rate. Students read the story several times. Complete 83A, 83B.
FL84 – Accuracy: Words Connected in Text	Explain that good readers read each word correctly. They also use their voices to show that words in a sentence go together. They think about what the words mean. They also look for signals about which words go together, such as punctuation marks. They read as if they were talking. Model reading the sentences with accuracy and with feeling. Students echo read before practicing on their own. Complete 84A, 84B.
FL85 – Expression	Explain that fluent readers read the way they talk. They make their voices sound higher, lower, louder, and softer to show different feelings. This helps them read with better expression. Model reading with good expression. Complete 85A, 85B.
FL86 – Accuracy: Self-Correct	Explain that when fluent readers come to words that do not make sense, they stop, find their mistake, correct it, and then reread. Model correcting mistakes when reading aloud. Practice with students. Complete 86A, 86B.
FL87 – Intonation	Explain that good readers pay attention to punctuation marks to help them read with good expression. Model reading with good expression. Students practice rereading on their own. Complete 87A, 87B.
FL88 – Phrasing: Natural Pauses	Explain that fluent readers look for and pause between groups of words that go together. If readers do not pause often enough, the reading will sound all run-together. If readers pause too much, it will sound choppy. Model and have students echo read before practicing on their own. Complete 88A, 88B.
FL89 – Expression	Explain that fluent readers read the way they talk. They make their voices sound higher, lower, louder, and softer to show different feelings. This helps them read with better expression. Model reading with good expression. Complete 89A, 89B.
FL90 – Rate: Adjust Reading Rate to Purpose	Explain that fluent readers read different materials at different speeds. They may read at a fast rate when they read a story. They may read at a slower rate when they read for information. Model reading a story at an appropriate

	rate. Students read the story several times. Complete 90A, 90B.
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Additional Resources	
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Student Resources:

- Houghton Mifflin Reading Flip Charts and Blackline Masters

Teacher Resources:

- Houghton Mifflin Reading Toolkit
- www.fcrr.org