The Science of Reading -Intervention Program

assessment-based instruction

"The Mule" Reading Fluency Level B

"The Mule" Reading Fluency

Level B: 115—135 words per minute

Mules are bas... bo... from... and horse p... they ha... the head... having po... y ear... Mules have a short mane, like most horses. They come in all shapes and sizes. Some mules can grow to weigh as much as six humans! Mules have small, strong hooves.

Most of the mules in the world are in China. In that country, mules are used for riding. Mules are also used for pulling carts. Many other mules are... Mexico, South America, and North Africa. Mules live mostly on farms with peop... are... few wild mules and many... roaming... California... wild los... California Gold Rush of the 1850s... survive... in foo... canyons... er acre.

The mule owner can purchase food... mules... any... le the ... d as horses... don... ever, they need less protein... hor... favor... oats and other... d grasses. Mules ne... lots of fresh, clean water. But, if they drink too much, they can have serious problems. Mule owners need to control their food and drink levels.

Since mules come from two different parent animals, they are called hybrids. Most mules are sterile. This means that they cannot produce... babies. But, some mules have been able to have babies. Mule babies are called foals. If a fema... mule... ale... re the parents... al is mostly ho... a male... pr... mostly don... like a...

---

as in **bear**
b

as in **ape**
a
a_
a_e
ai_
ei[gh]

as in **seagull**
s
c[e,i,y]

Assessment-Based Instructional Rotations

Time	Instructional Focus	Monday Students	Tuesday Students	Wednesday Students	Thursday Students	Friday Students
10	Phonemic Awareness					
10	Spelling					
10	Grammar, Usage, and...					
15	Fluency					
15	Syllabication and Morphology					
15	Executive Functioning Skills					
15	Heart Words and Phonics Games					

Spelling Pattern Worksheet #52

aw Sound "aw"

FOCUS The aw sound heard in hawk can be spelled "aw" as in saw.

SORT Write each word in the correct column.

laugh awkward drawing although above crawl
straw also caught yawned master sprawl

aw Sound "aw" Spellings   Other Sound Spe...

Phonics Lessons
LEADERSHIP ROLES

Reader — Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

Clarifier — Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

Task Manager — Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

People Manager — Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.

JUMBLE ... word.
svla
vzno
RHYME
claw
bawl
WRITE Com...

Grammar, Usage, and Mechanics Worksheets

The Grammar, Usage, and Mechanics Worksheets are designed for independent practice of the Language Conventions Standards found in the Common Core Language Strand L.1, L.2, and the Language Progressive Skills Standards. Each worksheet includes concise definitions of the rule, skill, or concept with examples, a writing application, a practice section, and a brief formative assessment. Grammar, usage, and mechanics definitions, rules, and skills complement those found in the Language Conventions lessons.

Preparation

Display one of the Grammar, Usage, and Mechanics Worksheets to introduce the instructional components and explain the directions to your students. Students first read the **FOCUS** and **CONNECT TO WRITING** sections and then complete the **PRACTICE** section. Tell them not to complete the **WRITE** section (the formative assessment) until they have self-corrected and revised the **PRACTICE** section, so that they can learn from their mistakes before completing the last section. The formative assessment determines whether the student has or has not mastered the grammar, usage, or mechanics content, rule, or skill.

Reading Assessment Mastery Matrix

Record unmastered components with a ◹ and subsequent mastery with a ⊠

Teacher
Class
Student Names/Notes

Short Vowels | Consonant Final e | Consonant Digraph | Long Vowels | Diphthongs | r-controlled Vowels | Syllable Awareness | Syllable Blending | Phoneme Isolation | Phoneme Blending | Phoneme Segmenting | Consonant Sounds Pre-test #B | Consonant Sounds Pre-test #B | Heart Words Pre-test #A | Heart Words Pre-test #B | Fluency Pre-test | Fluency Post-test

Totals

Assessment-based Instruction

The Science of Reading Intervention Program: Assessment-based Instruction provides diagnostically-based instructional resources to individualize instruction for students grades 4–adult in 25 minutes per day for 18 weeks.

Teachers are often tasked with remediating reading deficits within limited instructional times. Frequently, elementary teachers have 30 minutes at the end of a reading block or the same amount of time in an early-late schedule to work with small groups of struggling readers. Middle school and high schools may offer a flexible 30-minute study hall or elective with rotations, and continuation schools may provide tutoring and/or distance learning. Community college or adult literacy programs often feature self-paced instructional modules with brief instructor tutorials.

Although it certainly makes sense to teach a comprehensive word recognition program to *all* struggling readers to ensure a solid foundation, some students and new transfer students will need **second-chance instruction** with more intense tutoring and practice in easily-managed small groups and independent practice. Only **assessment-based instruction** affords teachers the opportunity to address the diverse reading deficits of their students with targeted lessons.

Following are 13 comprehensive diagnostic assessments (formatted in print, audio, and Google forms). Each whole-class assessment couples with short lessons to target each and every assessment item. Each lesson provides a short formative assessment to determine mastery.

Diagnostic Assessments (Administration Time)	Corresponding Lessons (Instructional Time)
Vowel Sound Phonics Assessment (10:42 audio file)	*Phonics (15 minutes)
Consonant Sounds Phonics Assessments (12:07 audio file)	*Phonics (15 minutes)
Syllable Awareness Assessment (5:48 audio file)	*Phonemic Awareness (10 minutes)
Syllable Rhyming Assessment (5:38 audio file)	*Phonemic Awareness (10 minutes)
Phonemic Isolation Assessment (5:54 audio file)	*Phonemic Awareness (10 minutes)
Phonemic Blending Assessment (5:53 audio file)	*Phonemic Awareness (10 minutes)
Phonemic Segmenting Assessment (5:21 audio file)	*Phonemic Awareness (10 minutes)
Alphabetic Awareness Assessments (10 minutes)	*Alphabetic Awareness (10 minutes)
"Pets" Fluency Assessment (2 minutes per student)	Fluency Practice (15 minutes) YouTube Modeled Readings
Heart Words Assessment (5:48 audio file)	Heart Words and Phonics Games (15 minutes)
Spelling Assessment (22.38 audio file)	Spelling Patterns (10 minutes)
Grammar and Usage Assessment (15–20 minutes)	GUM Worksheets (10 minutes)
Mechanics Assessment (10–15 minutes)	GUM Worksheets (10 minutes)
Non-assessment-based Instructional Activities:	Syllabication and Morphology (15 minutes)
	Executive Function Skills
*Small Group Focused on One Skill	(15 minutes)

Directions

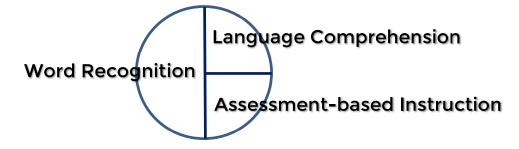Easy-to-follow directions are provided in the introductory pages of each instructional component.

1. Complete the diagnostic assessments and enter the results on the mastery matrices. Feel free to layer in assessments and instruction. Determine which assessments to give to which students.

2. Assign students to lesson components based upon the assessment-data. Each assessment provides mastery criteria in the directions. **Prioritize phonemic awareness and phonics lessons.**

3. Establish an instructional rotation with one 10-minute session and one 15-minute session. **Instructional lesson rotation charts follow this section** and feature two organizational options. The first chart provides spaces to write and display student names. The second chart provides examples for group rotations. For example, students needing phonemic awareness and phonics are in group A for the first 10-minute rotation and group B for the second 15-minute rotation.

4. Briefly model how to complete each lesson. The Phonics and Phonemic Awareness lessons are teacher-led with some independent practice. The rest of the lessons are designed as independent practice, and the teacher is able to monitor students and review quick formative assessments in mini-conferences after leading the Phonics and Phoneme Awareness lessons.

5. Print on cardstock and cut the phonics task cards, animal vowel sound-spelling and consonant blend cards, the Heart Word cards, and the alphabetic awareness cards (if needed). Label and arrange storage bins for the cards. **All cards are found in the Addendum.**

Table of Contents   Pages

Addendum: Phonics Lessons Posters and Task Cards, Game Cards:
Animal Vowel Sound-Spelling, Consonant Blends, Heart Words, Alphabetic Awareness

How does **The Science of Reading Intervention Program: Assessment-based Instruction** fit into a **comprehensive reading intervention class for older students?**

The Comprehensive Reading Intervention Program

The Science of Reading Intervention Program BUNDLE provides a complete **55-minutes-per-day, year-long program** for grades 4–adult students.

First Half of the Year Program (55 minutes-per-day, 18 weeks)

The Science of Reading Intervention Program: Word Recognition includes explicit, scripted instruction and practice with the **5 Daily Google Slide Activities** every reading intervention student needs: 1. Phonemic Awareness and Morphology 2. Blending, Segmenting, and Spelling 3. Sounds and Spellings (including handwriting) 4. Heart Words Practice 5. Sam and Friends Phonics Books (decodables). Plus, digital and printable sound wall cards and speech articulation songs. Print versions are available for all activities.

Second Half of the Year Programs (55 minutes-per-day, 18 weeks)

The Science of Reading Intervention Program: Language Comprehension resources are designed for students who have completed the word recognition program or have demonstrated basic mastery of the alphabetic code and can read with some degree of fluency. The program features the **5 Weekly Language Comprehension Activities:** 1. Background Knowledge Mentor Texts 2. Academic Language, Greek and Latin Morphology, Figures of Speech, Connotations, Multiple Meaning Words 3. Syntax in Reading 4. Reading Comprehension Strategies 5. Literacy Knowledge (Narrative and Expository) for 30 minutes-per-day instruction and practice.

To supplement the language comprehension program (and create a 55 minutes-per-day reading intervention class), The Science of Reading Intervention Program: Assessment-based Instruction provides diagnostically-based instructional resources to individualize instruction in 25 minutes-per-day. The program includes **13 comprehensive assessments and matching instructional resources** to fill in the yet-to-be-mastered gaps in phonemic awareness, alphabetic awareness, phonics, fluency (with YouTube modeled readings), Heart Words and Phonics Games, spelling patterns, grammar, usage, and mechanics, syllabication and morphology, executive function shills. Even though students have completed the word recognition program, some students and new transfer students will need **second-chance instruction** with more intense tutoring and practice in easily-managed small groups and independent practice.

Assessment-Based Instructional Rotations

Time	Instructional Focus	Monday Students	Tuesday Students	Wednesday Students	Thursday Students	Friday Students
10	Phonemic Awareness					
10	Spelling					
10	Grammar, Usage, and Mechanics					
15	Phonics					
15	Fluency					
15	Syllabication and Morphology					
15	Executive Functioning Skills					
15	Heart Words and Phonics Games					

Spelling Patterns Assessment

Teacher Notes

The purpose of this whole class assessment is to determine which of the kindergarten–seventh grade spelling patterns students have and have not been mastered. The multi-syllabic words prevent students from identifying the words by "sight spellings" and require recognition of the sound-spelling patterns within the context of syllables.

Preparation

Pass out binder paper and pencils. Model how to number the test items on the board and tell students to number accordingly.

Directions

Play this audio file, which includes the following directions and test administration: **Spelling Patterns Assessment** (22.38) or introduce the Diagnostic Spelling Assessment to students. Say—

"This is a test to see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won't repeat the words after the test is finished. Please print the spelling words."

Don't elongate the vowel or consonant sounds to emphasize spellings. Keep a consistent pace of about seven seconds per test item. Any longer and students will lose their place or begin daydreaming. Since this is a long test, teachers may elect to take a short stretch break in the middle of the test administration.

Correction

Grade the assessment, marking only the specified sound-spelling pattern for each word. In other words, don't mark the word wrong because of other spelling errors in the word. For example, if the sound-spelling pattern is Long /a/ "__ay" and the word is "payment," the student spelling of "paiment" would be wrong, but "paymunt" would be right. This selective grading isolates the sound-spelling pattern problem areas for each student.
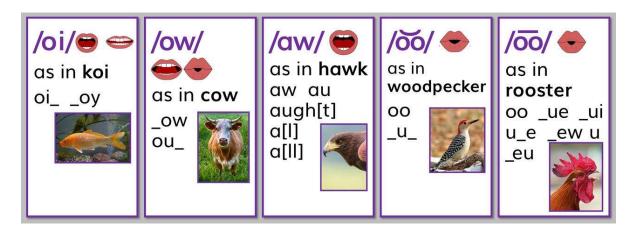
Recording the Data

Write down the names of your students in alphabetical order on the Diagnostic Spelling Assessment Mastery Matrix. Record a slash (/) for each sound-spelling error. Leave the box blank for each correctly spelled sound-spelling.

Diphthongs Phonics lessons

Phonics Lesson 1

- ☐ Take out the purple Diphthong Animal Cards, and tell students to select the same from their deck of cards. Spread out these cards in order on a desk, table, or projector.
- ☐ Remind students that single long vowel and vowel teams both "say the names of their vowels": /ā/, /ē/, /ī /, /ō/, /ū/. For example, the single long vowel "a" and the vowel team "ai_" both say long /a/, as in *nation* and *rain*.
- ☐ Tell students that diphthongs are different than vowel teams. Diphthongs are two or three vowels together in the same syllable that each make individual sounds. Readers must blend the sounds together.
- ☐ Point to the purple /ow/ sound on the cow card. Say /ow/ slowly, elongating the first, but not the second, sound. Have students point to the spelling and say the /ow/ sound with you. Ask students what happens to the lips when saying this sound. (They close together on the second sound.)
- ☐ Practice the names, sounds, and spellings for each long vowels card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. Point to each spelling when saying the spellings (including *blank*). Tell students to point to the name, sound, and spelling on their cards when you cue them saying, ""Name?"" (pause for their unison answer), ""Sound?"" (pause for their unison answer), and "Spelling?" (pause for their unison answers as you point to each).
- ☐ Note that the brackets indicate different spellings including the sound. For example, with the hawk card spellings include "a" as in *swap*; "al" as in *almost*; and "all" as in *tall*.

/oi/ as in **koi** oi_ _oy

/ow/ as in **cow** _ow ou_

/aw/ as in **hawk** aw au augh[t] a[l] a[ll]

/ŏŏ/ as in **woodpecker** oo _u_

/ōō/ as in **rooster** oo _ue _ui u_e _ew u _eu
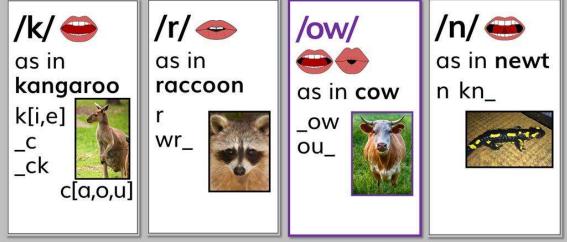
Teacher Notes: Spanish pronounces vowels as the following: *a* as /aw/, *e* as /ā/ or /ĕ/, *i* as /ē/, *o* as /ō/, *u* as long /oo/ (rooster). Spanish has no vowel teams, only diphthongs, so every written vowel is pronounced except for the *u* after *g* before *e* or *i*, "gue" or "gui" in which the *u* is usually silent.

Phonics Lesson 1 (continued)

☐ Take out 2 kangaroo, 2 raccoon, the newt, the cow, and the red long vowel "o" Animal Cards from your teacher's deck, and spread out these cards in order on a desk, table, or projector as shown below.

☐ Point to each of the sounds in the top row, saying the sounds as you point. Next, tell students to say the sounds in the top row as you point to each.

☐ Ask students what word is blended from the sounds in the top row (crow) and how many sounds are in the top row (3).

☐ Point to each of the sounds in the bottom row, saying the sounds as you point. Next, tell students to say the sounds in the bottom row as you point to each.

☐ Ask students what word is blended from the sounds in the bottom row (crown) and how many sounds are in the bottom row (5). Explain that the top row long /o/ "ow" spelling has only one sound because it is a vowel team. The bottom row /ow/ "_ow" spelling has two sounds because it is a diphthong.

☐ Assign leadership roles for the Diphthongs Phonics lessons.

Reading Fluency

Instructional Purpose

Increased fluency rate and accuracy are highly correlated with increased reading comprehension. With a solid foundation in the alphabetic code, students can increase their fluency levels by practicing repeated choral readings along with modeled readings at their appropriate challenge levels.

Assigning Students to Leveled Reading Fluency Groups

Students' fluency scores on the "Pets" Individual Fluency Assessment are compared to current reading fluency norms (Hasbrouk and Tindal). See norms at the end of this section. The teacher assigns students to one of three Reading Fluency Workshops (Levels A, B, or C) to practice reading fluency at their appropriate *challenge levels*. Keep these groups flexible, as some students will progress rapidly and may need to be reassigned to reflect their improved reading fluency scores.

Assigned Fluency Level Groups	"Pets" Score Two Minute Assessment	Assessment Words per Minute	Challenge Level Words per Minute
Level A	< 190	<95	95−115
Level B	191−239	96−119	115−135
Level C	>240	>120	135−155

The Animal Fluency Articles

The Animal Fluency Articles are high-interest expository articles, featuring the same text as the SCRIP Reading Comprehension Worksheets in **The Science of Reading Intervention Program: Language Comprehension**. Each of the 43 articles has from 350−450 words, ideal for two-minute timings. Word counts are provided in the left margin for fluency timings.

The articles are leveled in a unique pyramid design: the first two paragraphs are at third grade (*Fleish-Kincaid)* reading; the next two paragraphs are at fifth-grade reading level; and the last two are at seventh-grade reading level. Note that, per standard practice, technical multi-syllabic vocabulary is eliminated from leveling. The reader begins practice at an easier level to build confidence and then moves to more difficult academic language and sentence length.

Students individually practice repeated readings with the modeled online readings. Each article on the YouTube videos has been recorded at three different reading speeds (Level A at 95−115 words per minute; Level B at 115−135 words per minute; and Level C at 135−155 words per minute) to provide modeled readings at each of your students' challenge levels.

Animal Fluency Article Timings Name _____

	Pencil = Cold Timing Pen = Hot Timing	Recording Example	"Ape"	"Eagle"	"Ibex"	"Okapi"	"Mule"	"Rooster"	"Woodpecker"	"Cow"	"Koi"	"Hawk"	"Ermine"	"Armadillo"	"Orca"	"Anteater"	"Elephant"	"Iguana"	"Otter"	"Umbrella Bird"	"Bear"	"Camel"	"Dog"	
300																								
290																								
280																								
270																								
260																								
250																								
240																								
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150																								
140																								
130																								
120																								
110																								
100																								

# of Words Read in Two-Minute Timing

Animal Fluency Article

8	The ape is a very interesting animal. One type of ape is the orangutan. Male orangutans	**orangutan**
16	can weigh as much as two normal size humans.	**Sumatra**
25	Females weigh about half as much. Orangutans	**Borneo**
32	have long, strong arms and their hands and feet	**omnivore**
41	are shaped like hooks. They are shaggy and have	**endangered**
50	red hair.	**species**
52	Orangutans used to live all over Southeast	
59	Asia. Now they only live in a few rain forests on the islands of	
73	Sumatra and Borneo. Orangutans swing from tall trees to move	
83	around. It is warm where these animals live, but not too warm. There	
96	is a lot of rain there, so trees and plants grow very tall and big.	
111	Orangutans are *omnivores*, since they eat some birds and small	
121	mammals. However, they mostly eat plants, like fruit and leaves, instead of	
133	meat. Their diet consists of mostly fruit. The fruits they tend to prefer have a	
148	lot of sugar in them. Figs are the favorite fruit of the orangutans. Figs come	
164	from trees and they are easy for orangutans to pick and eat. Orangutans also	
179	eat lots of young leaves from many trees in their habitat.	
189	Unlike many other animals, orangutans are single adults, so they have	
200	no family structure. Mother orangutans raise their children one at a time. The	
213	baby rides on its mother's back for three years at the start of its life. There, it	
230	learns how to pick food and protect itself from danger. Female orangutans	
242	usually have one baby every six years. Older male orangutans may fight each	
255	other for the attention of the available female orangutans.	
264	The territory of an adult orangutan is not clearly established, as is the case with many animals. Often,	
282	orangutan territories will overlap. However, this does not mean that orangutans are social animals. They limit	
298	their social interaction to feeding, mating, and calling each other. Only rarely will orangutans get in fights with	
316	each other over food or territory. In these fights, the apes will demonstrate their strength by destroying	
333	branches, charging at each other, and biting each other until one gives up.	
346	Due to deforestation of the rain forest (cutting down trees for grazing or farmland), orangutans are	
362	becoming more and more endangered with each day. Palm oil farmers have cut down much of the forest on	
381	Sumatra and Borneo. Some people even capture orangutans to use them as pets in their homes. Orangutans are	
399	already on international endangered species lists, and their habitat has been increasingly threatened by	
413	humans, mainly through the deforestation of the rain forest.	
422		

	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	
	= Total Number of Words Read	= Total Number of Words Read	

Spelling Pattern Worksheet #65

Soft *y* Long /*e*/

FOCUS   The soft /*y*/ sound heard in *eagle* can be spelled "y" as in *slowly*.

SORT   Write each word in the correct column.

| deny | early | ready | goodbye | party | journey |
| happy | today | bicycle | yesterday | myself | orally |

Soft *y* Long /*e*/ Spellings   **Other *y* Spellings**

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

SEARCH   In a book find four soft /*y*/ sound long /*e*/ spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ___   _____ p. ___

_____ p. ___   _____ p. ___

JUMBLE   Write the word with the soft /*y*/ sound long /*e*/ spelling found in each jumbled word.

rinfey   _____   ahnyd   _____

nkmoey   _____   obysiht*   _____

*Bonus

WRITE   Compose a sentence using two of your own soft /*y*/ sound long /*e*/ spelling words.

_____

_____ .

Grammar, Usage, and Mechanics Worksheet #24

FOCUS Pronoun–Antecedents

A pronoun usually refers to an antecedent. An antecedent is a common noun, proper noun, or pronoun that comes before it. The antecedent can be a word, phrase, or a clause. The pronoun which refers to the antecedent must clearly match to avoid **pronoun–antecedent** confusion.

CONNECT TO WRITING

- Make sure a singular pronoun matches a singular antecedent and a plural pronoun matches a plural antecedent.
  Example: When Bob asked for help, <u>they</u> did help.
  Problem–Who is *they*? Fix–When Bob asked <u>his teachers</u> for help, <u>they</u> did help.
- Make sure that the pronoun does *not* refer to the object in a prepositional phrase.
  Example: In Twain's *The Celebrated Frog of Calaveras County*, <u>he</u> uses political humor.
  Problem–Who, or what, is *he*? Fix– In Twain's *The Celebrated Frog of Calaveras County*, <u>the author</u> uses political humor.
- Make sure that the singular pronouns *this* and *that* and the plural pronouns *these* and *those* clearly refer to specific nouns or pronouns.
  Example: He made an egg, put the dog food in a bowl, and put <u>this</u> on his toast to eat.
  Problem–What is *this*? Fix–He made an egg and put <u>it</u> on his toast to eat. Then he put the dog food in <u>its</u> bowl.

PRACTICE

Write the capital letter in the space provided that best describes these pronoun–antecedent errors: PN for a pronoun–antecedent number problem; OP for a pronoun using the object of the preposition as its antecedent; and T for an unclear *this*, *that*, *these*, or *those* antecedent.

_____1. She ate a cookie and took an apple, and I want it back.

_____2. Around Yolanda and her, she always acts strangely.

_____3. There are lots of ribbons and bows. Do we need all of those?

_____4. If they leave sooner than Don, he should phone his parents.

_____5. The girls tried on hats and new shoes and asked the boys if they liked these.

WRITE

Re-write one of the sentences in the PRACTICE section with clear pronoun antecedents.

_____

_____

Grammar, Usage, and Mechanics Worksheet #74

FOCUS   **Apostrophes (Plural Possessives)**

Use **apostrophes for plural possessives**.

CONNECT TO WRITING

For most plural possessive nouns (a noun showing ownership), place the comma after the *s*.
Example: boys' cups

Some plural possessives place the apostrophe before the *s*, if the plural is spelled differently than the singular.

Examples:	**Singular**	**Singular Possessive**	**Plural**	**Plural Possessive**
	woman	woman's	women	women's
	child	child's	children	children's

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Will the Firemens' Ball be held on the same weekend as last year?   _____

2. The Smith's house is perfect for our graduation party.   _____

3. Will the puppie's food change over the next month?   _____

4. I think that the women's group meets every other Tuesday at the clubhouse.   _____

5. The Children's Crusade was led by Nicholas in response to a dream.   _____

6. Let's watch the girls' basketball game before we go miniature golfing.   _____

7. Have the boys' asked to borrow their parents cars for the night?   _____

8. The county restaurants' plans to offer left-over food to the homeless were ambitious.   _____

9. There is no doubt that worker's rights to health have not been fulfilled.   _____

10. That Thompsons' front yard needs some major clean-up if you ask me.   _____

WRITE

Compose your own sentence with a plural possessive.

_____

_____

Suffix Worksheet #14

Suffix Syllable Rule: *Suffixes* are word parts at the ending of a word that change the meaning of the base word or incomplete root, change the grammar, or change the function of the word. Some words have two suffixes. **Examples:** print/**ed**, care/**ful**/ly

Word Jumbles Directions: Unjumble these words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (′) above the primary vowel accent.

1. ertrfic _____

2. ygrmrain _____

3. csaererhse _____

4. ediouslci _____

5. veelnoep _____

Nonsense Words Directions: Carefully divide these nonsense words into syllables with / marks, according to the syllable rule.

6. q u i t c h a b l e

7. e n d m o n i o u s

8. l e v u t i o n a l

9. s t a r t r i a n

10. p a n t l i t y

Book Search Directions: Find four words that have different suffixes.

Book Titles: _____

_____ p.__   _____ p.__

_____ p.__   _____ p.__

Executive Function Skills

Some reading researchers place significant importance regarding the impact of executive function skills on reading ability. Dr. Nell Duke has even suggested the possibility of updating Dr. Scarborough's famous reading rope graphic with executive function skill arrows surrounding each strand of the rope. Researchers Nell Duke and Kelly Cartwright (2021) summarize this body of **recent research**:

> **"Several EF [executive function] skills contribute directly to reading: cognitive flexibility, inhibitory control, working memory, planning, and attentional control… EF skills also contribute to reading ability indirectly, through both word recognition and language comprehension processes… EF is so important to reading that there is reason to believe that for some students, limited EF skills are the primary cause of reading difficulty."**

As a reading specialist, I might not be quite as effusive in extolling the merits and critical importance of EF skills on reading development; however, EF skills certainly play a role, especially with respect to reading intervention (e.g., Melby-Lervåg & Hulme).

The Executive Function Skill lessons have been designed as independent practice and follow the same format for all 52 lessons:

1. Personal Assessment
2. Executive Function Lesson
3. Reflection.

Instructional Sequence

Motivation

1. How to Get Motivated
2. How to Prevent Procrastination
3. How to Set Goals
4. How to Develop a Positive Mental Attitude

Organization and Time Management

5. How to Create a Home Study Environment
6. How to Get Organized for Homework
7. How to Complete a Daily Review
8. How to Manage Time for Homework

Reading Strategies

9. How to Choose Books for Independent Reading
10. How to Develop Good Reading Habits
11. How to Improve Silent Reading Fluency
12. How to Read Interactively
13. How to Improve Reading Comprehension
14. How to Make Inferences
15. How to Use Marginal Annotations
16. How to Read Non–Fiction Textbooks
17. How to Identify the Main Idea
18. How to Complete a Close Reading for Narrative Text
19. How to Complete a Close Reading for Expository Text
20. How to Use Context Clues

Research

21. How to Quote and Cite Textual Evidence
22. How to Identify Bias and Errors in Reasoning
23. How to Research Safely and Evaluate Online Sources

Memorization

24. How to Memorize with the Grouping Strategy
25. How to Memorize with the Association Strategy
26. How to Memorize with the Linking Strategy
27. How to Memorize with the Catch Words Strategy
28. How to Memorize with the Catch Sentence Strategy
29. How to Memorize with the Location Strategy

Essay Writing

30. How to Dissect a Writing Prompt
31. How to Write a Thesis Statement
32. How to Avoid Errors in Writing Style
33. How to Follow Essay Writing Rules
34. How to Write an Essay Introduction
35. How to Write an Essay Body Paragraph
36. How to Write an Essay Conclusion

Listening and Note–taking

37. How to Practice Active Listening
38. How to Take Notes
39. How to Organize Cornell Notes
40. How to Organize Formal Outline Notes

Language Conventions

41. How to Use Grammatical Sentence Openers for Sentence Variety
42. How to Eliminate the "to be" Verbs
43. How to Spell by the Rules
44. How to Apply the Syllable Rules
45. How to Punctuate Properly
46. How to Capitalize Correctly
47. How to Revise Non-Standard Usage

Test Preparation and Test–taking

48. How to Prepare for Tests
49. How to Use Objective Test–taking Strategies
50. How to Use Matching Test–taking Strategies
51. How to Use Fill–in–the–Blank Test–taking Strategies
52. How to Use Multiple Choice Test–taking Strategies

Teacher Directions

Each lesson takes about **15 minutes to complete**. Introduce the format to your students, and model one of the lessons.

1. Students complete the 5 question **Personal Assessment** and add up their point totals. Tell students to read the results and think about whether the results accurately reflect their knowledge and practice of the skill they are about to learn. Each assessment is an important preview of the study skill that follows.
2. Read the **Executive Functions Lesson** carefully and follow directions. Take the time and make the effort to learn this skill. Make marginal annotations in the blanks spaces to respond to the lesson.
3. Complete the **Reflection**. The format is the same for each lesson, but each lesson requires different responses. Have your parent or teacher review and discuss the lesson with you.

Marginal Annotations to Improve Reading Comprehension

1. Write **definitions** provided in the text or those which you research.
2. **Star** main ideas and **bullet point** key details. **List and number** examples.
3. Write a **question mark** for confusing sections to re-read or ask your teacher about.
4. **[Bracket]** sections and comment with criticisms, praises, insights, interpretations, ways to re-think the author's idea, and questions.
5. **Summarize** reading sections.
6. Connect related ideas within the text with **arrows,** and **comment** on connections to other text or sources, including relevant personal experiences.
7. **Write specific predictions** and check as you continue reading.
8. **Highlight** textual evidence which you may use in a related assignment or in class discussion of the reading.

Reflection

1. Something in this lesson I did not know:

2. My specific goal to apply what I learned:

3. Accomplishing this goal will especially help me because…

4. Experts I plan to go to for help:

5. The person I will tell about my goal so that they will ask me about my progress:

6. Before I begin working toward my goal, I will need to…

7. I plan to begin working toward my goal when…

8. This is how and when I will evaluate progress toward my goal:

9. I will know that I have accomplished my goal when…

10. After reading the study skill tips, I would still like to know…

Teacher/Parent Comments:

How to Practice Active Listening Self-Assessment

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. In class I listen actively, not passively.	☐	☐	☐	☐	☐
2. When I listen to someone, I keep eye contact with the speaker.	☐	☐	☐	☐	☐
3. When I listen to someone, I practice good posture.	☐	☐	☐	☐	☐
4. When I listen to someone, I avoid distractions.	☐	☐	☐	☐	☐
5. When I listen to someone, I interact with speaker, asking questions.	☐	☐	☐	☐	☐

Results

23-25   You are an active listener and practice all the strategies that will help you
pay attention well in class.

20-22   You are an active listener and practice many of the strategies that will help you
pay attention in class.

17-19   You practice some of the active listening strategies that will help you
pay attention in class.

13-16   You practice a few of the active listening strategies that will help you
pay attention in class. Learning the active listening strategies will improve your
attention span and achievement.

<13   You don't use the active listening strategies that will help you
pay attention in class. Learning the active listening strategies will improve your
attention span and achievement.

Already Know: What I already know about active listening techniques is _____

_____

Want to Know: What I want to know about active listening techniques is _____

_____

How to Practice Active Listening Lesson #37

Much of our listening is passive. In contrast, active listening is interactive and takes effort and practice. You can improve active listening skills by applying the tips found in **ED IS PC**.
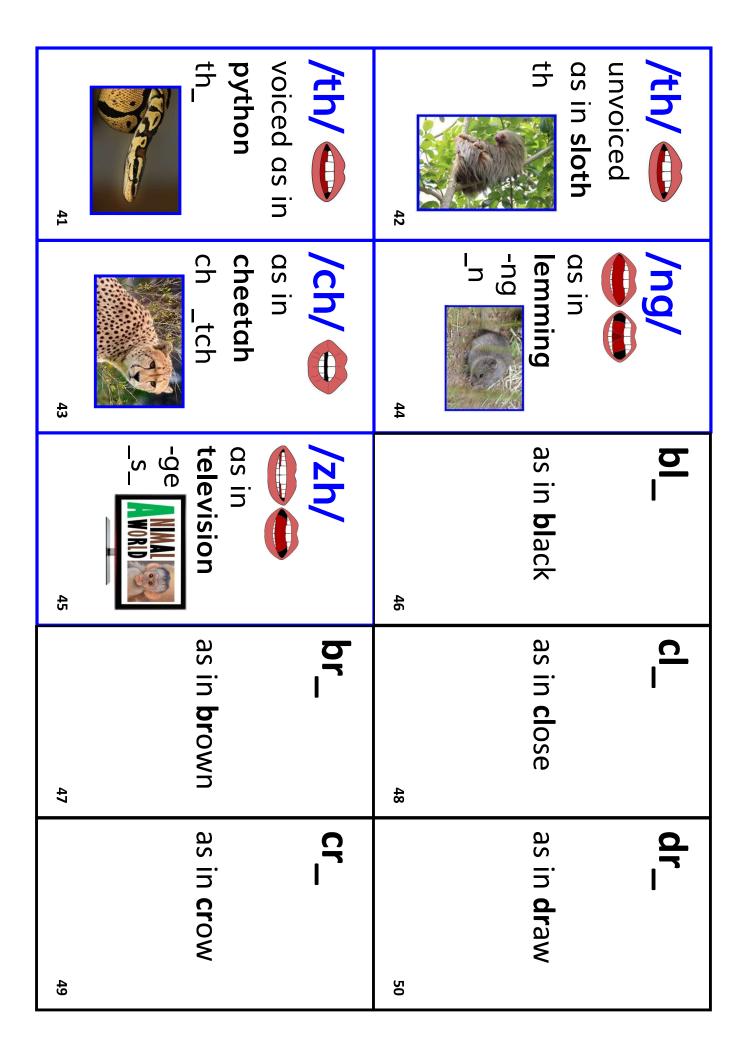
E **E**ye contact helps us concentrate on the speaker. We all remember a parent demanding, "Look at me, when I'm talking to you" or a teacher saying, "Eyes on me!" to the class. Maintaining eye contact improves attention to what is being said.

D **D**istractions prevent focused attention. Identify anything or anyone that takes you away from active listening and minimize the distraction to the extent that you can control. In a classroom, sitting next to your best friend or someone who is not actively engaged with the speaker will distract you from listening. Time to move! Avoid having *toys* within arm's reach that will challenge your ability to pay close attention. Think of toys such as cell phones, pens, reading materials: in short, any external stimuli that distract you from the 100% listening task.

I **I**nteract with and think like the speaker. Any speaker has a specific organizational plan for any presentation. Identify and follow the common organizational patterns of presentations: causes and effects, reasons and explanations, comparisons and contrasts, chronological order, issue and action steps, main ideas or steps and their key details/examples, problems and solutions, questions and answers, and evidence with analysis.

Practice these interactive actions to increase your active listening:

- Ask questions to clarify speaker points and answer questions presented by the speaker.
- Maintain an internal dialogue with the speaker about each of the main points.
- Connect to prior learning. How does what is being said relate to what you already know?
- Focus on the main ideas and don't get lost in the details. Recognize when your speaker gets off on a tangent or on "bird walks."
- Write summary notes and questions at the end of key speaker points.

S **S**ignal words provide transitions between one idea to another. Pay attention to the key words that signal the introduction of a new idea. Each pattern of organization has its own signal words to transition between ideas. For example, the chronological pattern makes use of "first," "next," "then," "finally" and many more. Listening to these cues will help you concentrate better.

P **P**osture matters! Sit up straight with feet flat on the floor. Adjust your seat or desk so that you are looking directly at the speaker, not from an angle. Keep both hands on the table or desk to maintain this posture. A bit uncomfortable? Good. Perfect relaxation promotes passive listening. A little stress promotes active listening. Try to sit as close as possible to the speaker: front and center gets the most speaker attention and your best position for interaction.

C **C**oncentrate on what is being said and don't daydream. Listening is a full-time job. Listen to *what* is being said, *how* it is being said, and *why* it is being said. A good trick maintain concentration is to pretend that you will have to repeat the speaker's presentation.

Reflection

1. Something in this lesson I did not know:

2. My specific goal to apply what I learned:

3. Accomplishing this goal will especially help me because…

4. Experts I plan to go to for help:

5. The person I will tell about my goal so that they will ask me about my progress:

6. Before I begin working toward my goal, I will need to…

7. I plan to begin working toward my goal when…

8. This is how and when I will evaluate progress toward my goal:

9. I will know that I have accomplished my goal when…

10. After reading the study skill tips, I would still like to know…

Teacher/Parent Comments:

/th/
voiced as in
python
th _

41

/th/
unvoiced
as in
th
as in **sloth**

42

/ch/
as in
cheetah
ch _tch

43

/ng/
as in
lemming
-ng
_n

44

/zh/
as in
television
-ge
_s_

45

bl_
as in **black**

46

br_
as in **brown**

47

cl_
as in **close**

48

cr_
as in **crow**

49

dr_
as in **draw**

50

have Pete and she **have** two apples.	**do** like **stew** I **do** enjoy ice cream.
won't like **don't** They **don't** seem ready.	**are** like **far** We **are** always happy.
find like **kind** I always **find** my mom's phone.	**been** like **den** He has **been** at home all day.
your like **more** Did they like **your** project?	**don't** like **won't** I **don't** think it's fair.
there like **pair** Is **there** plenty for us?	**done** like **bun** When will you be **done**?