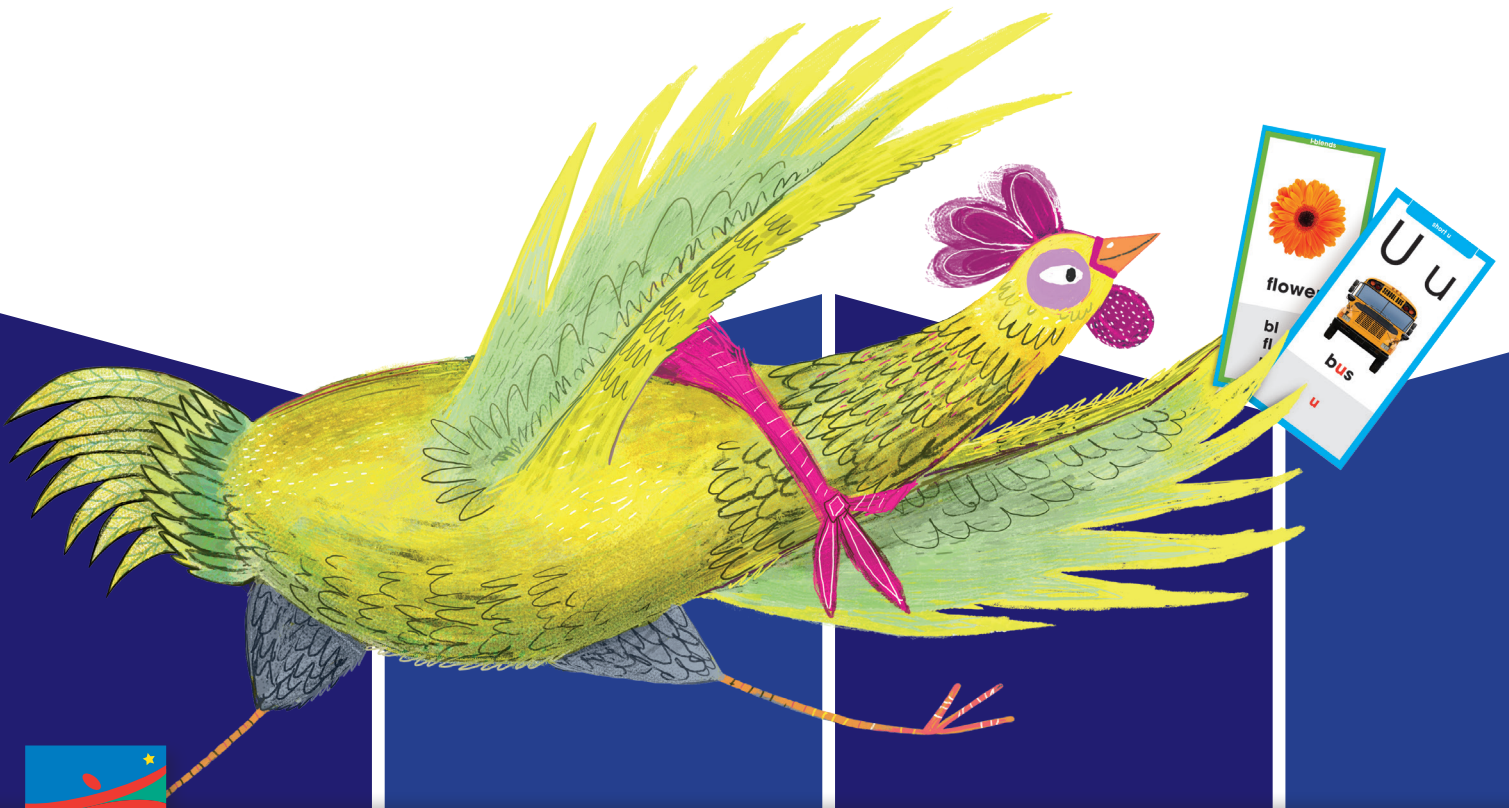


Grades K-5
PHONICS WORD STUDY

WORKSHOP™

PHONICS & WORD STUDY Workshop



B E N C H M A R K E D U C A T I O N C O M P A N Y



Dear Educator,

I am excited to introduce you to **Benchmark Phonics & Word Study Workshop!** As an educator and researcher, I am passionate about the power of phonics and word study instruction. Research has shown the significant positive effect

it has on students' reading and writing development. As educators, we deserve the tools, knowledge, and opportunity to deliver strong phonics and word study instruction in our classrooms. Phonics instruction is helpful for all students, harmful for none, and crucial for some. Yet not all phonics and word study instruction is created equal.

Instruction needs to be **explicit**.

Instruction needs to be **systematic**.

Instruction needs to move to **practice and authentic reading and writing application**.

Instruction should overcome **common obstacles** teachers face when they deliver instruction.

This is where Benchmark Phonics & Word Study Workshop really shines. It provides teachers with the necessary roadmap, explicit instruction, and efficient use of time to avoid common obstacles and be effective. It provides unique student tools that maximize learning, with authentic reading and writing application throughout.

Built on research that is aligned to the **science of reading**, and designed to help you deliver the most effective phonics for all students, I invite you to explore a fresh approach to phonics instruction—**Benchmark Phonics & Word Study Workshop!**

Sincerely,

Wiley Blevins
Make a Difference ...

Wiley Blevins

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Our Author & Consultant Team

Benchmark Workshop's authors are pedagogical leaders and instructional innovators. Their work is grounded in real-world classroom practice. Each workshop is supported by comprehensive

professional development solutions delivered by highly qualified trainers—experts in comprehensive literacy. Our PD solutions are customizable and delivered in formats tailored to your school's needs.



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Effective Phonics and Word Study Solutions for Every Classroom



PURPOSEFUL SCOPE AND SEQUENCE

Research-based, moving students in a systematic progression of skills with spiral review to avoid decayed learning.

EXPLICIT INSTRUCTION WITH MEANINGFUL PRACTICE

Effective, providing students with the skills to apply learning to real reading and writing experiences.

BUILT-IN DIFFERENTIATION

Instruction that supports a wide-range of learners for efficient use of instructional time.



K

BUILDING FOUNDATIONS

- Phonological awareness
- Basic phonics skills in CVC words
- Building a store of high-frequency sight words

1

BUILDING FOUNDATIONS

- Phonological awareness (more complex)
- Basic phonics skills using short, long, and complex vowels
- Building a store of high-frequency sight words

2

TRANSITION TO MULTISYLLABIC WORDS

- Fluency with basic phonics skills (taught in Grades K-1)
- Transition to multisyllabic words

3

MULTISYLLABIC WORDS AND SYLLABLE TYPES

- Ensuring fluency of basic phonics skills
- Transition to multisyllabic words
- Exploration of common affixes and syllable types

4

SYLLABLE TYPES AND MORPHOLOGY

- Applying basic syllable types to more complex words
- Exploring more sophisticated affixes
- Increasing morphological awareness

5

ADVANCED MORPHOLOGY WITH GREEK AND LATIN ROOTS

- Applying basic syllable types to more complex words
- Learning Greek and Latin roots
- Increasing morphological awareness

12 Reasons for Success*

1 Substantial review and repetition are a must!

We underestimate the amount of time it takes young learners to master phonics skills. When a new skill is introduced, it should be systematically and purposefully reviewed for the next 4–6 weeks. The goal must be to teach mastery rather than just exposure. Only then can students transfer these skills to new reading situations. With the fast pacing of most curricula, a more substantial review-and-repetition cycle must be added. Increasing opportunities to practice through additional words in blending lines, dictation, and repeated readings of previously read decodable stories are essential and a key part of the phonics workshop materials.



Benchmark Phonics & Word Study Workshop lessons are created with a built-in repetition and review of skills taught in the previous 4–6 weeks. Teachers have a predetermined roadmap to ensure that students move to mastery and ultimately transfer skills to independent reading and writing tasks.

Built-In Spiral Review

WEEK 1 Day 1

Blend Words (2–3 MIN.)

Model: hid
Display the Letter Cards for **hid**. Model blending the sounds.
This is the letter h. It stands for /h/. This is the letter i. It stands for /i/. Listen as I blend the two sounds: /hih/. This is the letter d. It stands for /d/. Listen as I blend all three sounds: /hiid/. Say the word with me: hid.

Model: hide
Add final -e to make the word **hide**.
This is the letter e. It makes the vowel spelling i_e, which stands for the long i sound. The letter e does not make a sound of its own. Listen as I blend the sounds in the new word: /hiid/, hide. Say the word with me: hide.
Note that the silent e at the end of the word is gray since it does not make a sound.

ePocket Chart

h
h i
h i d
h
h i
h i d
h i d e

Practice: rid, ride, wide, bike, line, time, five

Spiral Review
Soft c/g: race, place, age, page
Long a and o: make, come, home, note

Challenge: riding, biking, liking

Check to see: If students have difficulty blending words, then use strategies provided for **Small-Group Instruction**.

Modeling is targeted and explicit.

Repeated explicit modeling is available for teachers to use.

Spiral Review from the last 4–6 weeks

Challenge activities provided for students progressing quickly

Sample Grade 1, Unit 2 Phonics Lesson

2 Gradual release model must be used effectively.

Teachers of struggling readers often spend too much of the instructional time doing the “heavy lifting,” such as over-modeling and having students simply repeat. Whoever does the thinking in a lesson does the learning. Students might struggle, but teachers are there to provide corrective feedback and support.



Benchmark Phonics & Word Study Workshop lessons limit the initial modeling of an element; however, the lesson always provides additional words for modeling and/or practice. Small-group instruction is also included for those students who need more explicit instruction and practice.

Built-In Gradual Release

We Read

Look in a Book!
Reading a book is a very big feat. Who knows what will happen or whom you will meet?
You may meet a girl in a little red hood. You may meet a wolf who is up to no good!

You may meet three bears who are out for a walk. You may meet a boy with a giant bearstake!
There's so much to see, if you know where to look. So make some new friends inside your next book!

Annotate
• Write a color word with short e.
• Circle the name of one character.

We Read: My Reading and Writing Student Book

I Read

Little Red
“Look!” said Little Red. “I see a big, bad wolf. I have to get to my grandma’s house fast!”
“Look!” said Little Red. “Grandma is in bed. I see two big eyes. I see two big ears!”

I Read: My Reading and Writing Student Book

Grade 1 Decodable Readers

Short e	Short u	I-blends
---------	---------	----------

When Red Men Fall	Big Bus Gets Stuck	Let's Sled!
-------------------	--------------------	-------------

Independent Read: Decodable Lap Book



*A Fresh Look at Phonics by Wiley Blevins

3 Skills must be applied to real reading and writing experiences—not just isolated practice!

Students progress at a much faster rate in phonics when the bulk of instructional time is spent on applying the skills to authentic reading and writing experiences, rather than isolated skill-and-drill work.

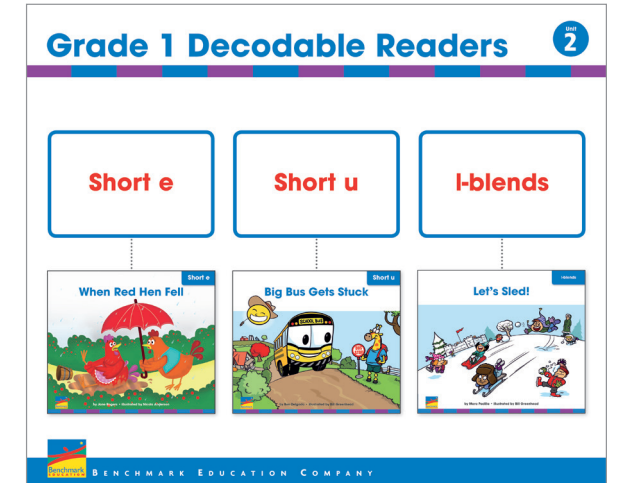


Benchmark Phonics & Word Study Workshop lessons provide explicit instruction followed by multiple practice and application opportunities. Students apply skills to various reading and writing situations every day. In addition to decodable readers (Grades K–1), the unique *My Reading and Writing* student books (Grades K–1) and *Word Study Resource Book* (Grade 2) are designed specifically for such practice.

Authentic Decoding and Encoding Practice



My Reading and Writing Student Books



Decodable Lap Book

4 Reading and writing materials are designed to practice skills.

The connection between what we teach and what we have young learners read has a powerful effect on their word-reading strategies (Juel and Roper-Schneider 1985) and their phonics and spelling skills (Blevins 2000). It also affects their motivation to read. Examine a few pages from the books you give your students to read during phonics lessons in Grades K–1. They should be able to sound out more than 50% of these words based on the phonics skills you have taught them up to that point. If not, more controlled accountable text will be needed until they get more phonics skills under their belts and develop a sense of comfort and control in their reading abilities. You can usually transition to more challenging text in the second half of Grade 1.



Benchmark Phonics & Word Study Workshop lessons provide carefully constructed shared and independent readings that reflect the skills students have learned. Accountable texts (I Read) in the *My Reading and Writing* student book contain decodable words, known high-frequency words, and story words to create comprehensible and natural sounding text. Frequent practice opportunities are provided for students to write high-frequency words in connected sentences.

Practice for decoding new and previously taught phonics skills

Accountable text

I Read

Little Red

"Look!" said Little Red.
"I see a big, bad wolf.
I have to get to my grandma's house fast."

"Look!" said Little Red.
"Grandma is in bed.
I see two big eyes.
I see two big ears."

Reading-writing connection

I Write

Retell
Draw what happened in the story.

Write the story of Little Red.

Student Self-Check

- I used words with short e.
- I used words from the vocabulary word bank.
- I wrote what Little Red saw and did.

Practice for encoding new and previously taught phonics skills

My Reading and Writing Student Book



5

Transitions must be efficient!

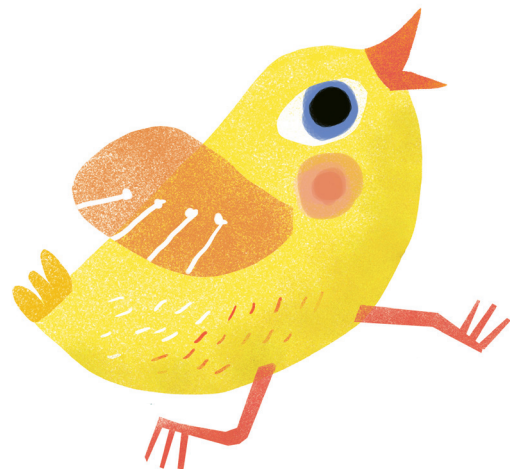
Phonics lessons often require a lot of manipulatives and materials. Transitional times when materials are distributed or collected should be viewed as valuable instructional moments in which review skills can be addressed (e.g., sing the ABC song, do a phonemic awareness task, review sound-letter action rhymes to focus students' attention on an instructional goal). Plan these transitions at the beginning of the week (e.g., select 3–4 great transitions per week) to better utilize your phonics instructional minutes.



6

Teacher knowledge of research-based phonics routines and linguistics enhances instruction.

Teachers with a background in phonics or linguistics are better equipped to make meaningful instructional decisions, analyze student errors, and improve the language and delivery of instruction. Also, teacher attitudes toward phonics instructional materials (e.g., decodable text) and routines (e.g., sorts, word building, blending) matter. These elements need to be explored within grade-level teams.



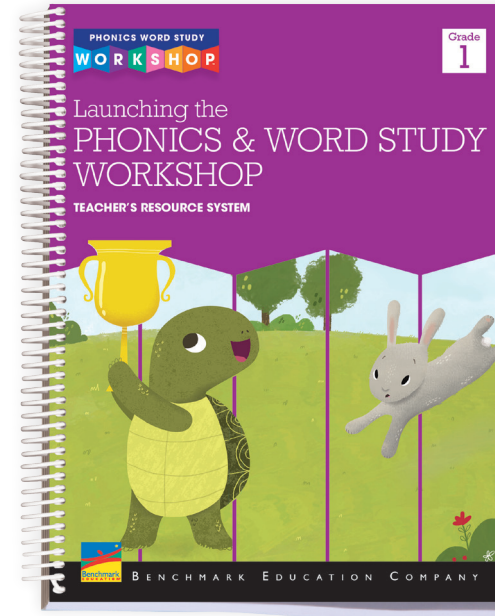
Benchmark Phonics & Word Study

Workshop includes Classroom Management Routines and Best Practices in *Launching the Phonics & Word Study Workshop*. Teachers will find a section devoted to best practices, including managing materials and transitions. Using the information in the Best Practices section about organizing materials and transitions will result in efficient use of instructional time.

Benchmark Phonics & Word Study

Workshop provides phonics lessons that are research-based. The explicit instructional lessons provide specific language for modeling to avoid confusing the students. In *Launching the Phonics & Word Study Workshop*, teachers will find professional development to support best practices. All the instructional resources provided in the module are purposefully designed to build teaching capacity of foundational skills.

Teacher Support for Best Practices



Launching the Phonics & Word Study Workshop

Support in *Launching the Phonics & Word Study Workshop* includes:

- Routines
- Best Practices
- Classroom Management: Managing Materials and Transitions

Routine 1

Best Practices

Why This Routine Is Important

High-frequency words are the most common words in English. Some contain irregular spelling patterns. Others are used in stories before students learn the phonics skills needed to decode them. Therefore, these words must be taught as sight words. Mastery of these words builds fluency and aids in comprehension.

In Your Classroom

- Review last week's words. Use the **Say, Spell, Read, Write** routine to extend practice over a two-week period.
- Continue to cycle in difficult words, such as easily confused words (saw/was, on/in, of/for/from).
- Add the words to your word wall and reference them as students read and write.
- Have students record the words in a word study notebook to take home for review.
- Ask students to write a sentence for each word. Reviewing the words in context is especially beneficial for English Learners.
- Have students read their sentences with their partners to develop automaticity.

Routine 1:

High-Frequency Words

Learning Goals

I will be able to:

- ✓ Read and spell high-frequency words to improve fluency and comprehension.

Introduce

Explain to students why it is important to use a routine when learning to recognize and read new high-frequency words.

There are some words that we see often as we read. We call these high-frequency words. It is important to be able to quickly read and write these words because they help us when we read texts. When we learn new high-frequency words, we will always use the same routine. Watch and listen as I show you the routine.

Model

Say Display the High-Frequency Word Card. Point to the word and read it aloud. Ask students to repeat after you.

Example: *This is the word was. What is the word?*

Spell Spell each letter in the word as you point to it.

Example: *The word was is spelled w-a-s.*

Read Ask students to chorally read and spell aloud the word.

Example: *What is the word? That's right, it's was. Spell the word as I point to each letter: w-a-s.*

Write Write the word as you spell it aloud. Then have students write the word several times as they say each letter.

Example: *Watch as I write the word was. I will write w-a-s. Now you write the word was three times. Say each letter as you write the word.*

Apply Have students turn to a partner and use the word in an oral sentence.

Example: *Turn to a partner and use the word was in a sentence. You might begin your sentence with I was ____.*

Practice

Allow students to practice this routine again with different high-frequency words.

Share and Reflect

With your partner, talk about why it is important to learn to recognize high-frequency words. Then, let's look for high-frequency words in the classroom.

Routines

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11

7

More instructional time is spent on key lesson parts that increase learning.

Teachers often spend too much time on the activities that they enjoy or are easier for students and less time on the more challenging or “meaty” activities that increase learning. Keep lessons fast-paced and rigorous. Use the suggested times as a guideline, and work toward increasing the pace of activities that might take longer. Phonics should be fun with students active and engaged the entire lesson—thinking and talking about how words work. The bulk of time should be devoted to “real reading and writing” experiences.

8

Balanced phonics instruction provides long-term learning benefits.

Some curricula overemphasize phonics (especially the isolated skill type of work), while ignoring other key aspects of early reading needs (e.g., vocabulary and background knowledge building) that are essential to long-term reading progress. These skills plant the seeds for comprehension as students encounter increasingly more complex texts with words not commonly used in speaking and topics that require more extensive background knowledge. Modify your reading time to provide better balance. Increase read-aloud time each day (e.g., two read-alouds per day—one literary and one informational) to feed students with words and ideas. This strategy will have greater long-term benefits.



Benchmark Phonics & Word Study Workshop lessons focus more instructional time on skills that will be difficult for students to master, such as blending and making words. Lesson length and focus take into consideration the importance of mastering and applying the skill in reading and writing tasks.

Benchmark Phonics & Word Study Workshop recognizes the importance of balance in the literacy block. For that reason, the lessons are explicit and targeted to the element(s) being taught. Lessons are designed to be approximately 15–20 minutes in length, with optional small-group lessons for students who need additional time and/or practice.

Efficient Use of Instructional Time

Key lesson part: Blend Words (3–5 min.)

Targeted practice is efficient and focused on key skills.

WEEK 2 Day 1

Blend Words (3–5 MIN.)
Model: *dig*
 Display the Letter Cards for one modeling word at a time. Model blending the sounds.
This is the letter d. It stands for /d/. Listen as I blend the two sounds: /daaw/.
This is the letter g. It stands for /g/. Listen as I blend all three sounds: /daawg/. dig. Say the word with me: dig.
Model: *cup/cups*
 Display the Letter Cards. Model blending the sounds.
This is the letter c. It stands for /k/. Listen as I blend the two sounds: /kaawp/.
This is the letter p. It stands for /p/. Listen as I blend all three sounds: /kaawpp/. cup. Say the word with me: cup.

High-Frequency Words (3–5 MIN.)
Introduce: *come, here, to, of*
 Use the Say, Spell, Read, Write routine to introduce high-frequency words.
Say: Display the High-Frequency Word Cards one at a time. Point to and say the word, having students repeat after you.
Spell: Spell the word as you point to each letter.
Read: Have students read and spell the word.
Write: Have students write the word as they spell it aloud.
 Finally, have student partners use each word in an oral sentence.

Share and Reflect (1–2 MIN.)
 Ask students to turn and tell a partner a word with short u and use it in a sentence. Ask one or two students to share with the class.

Small Group (10–15 MIN.)
 Use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

We Read
 Reread “The Turtle and the Hare” aloud with students. Encourage them to chime in as the text becomes familiar. Then reread the story. Ask the students to listen to the rhymes. Finally, reread the rhyme once more, with students chiming in as they read the rhyme.

Blend Words
 Display Letter Cards for the word *rub*. Use an Elkonin box or the workmat.
Find r. What sound does it make? /r/. Push r into the first box.
Now find u. What sound does it make? /u/. Push the u into the next box. Blend the sounds together: /rruuub/.
Now find b. What sound does it make? /b/. Push b into the next box. Blend the sounds: /rruuubbb/.
Now find s. What sound does it make in this word? /s/. Push s into the last box. Blend the sounds to read the word: /rruuubbbbss/. One more time: /rruuubbbbss/. Say the word with me: rubs.
 Repeat with other words with short u (sun, bugs, runs, fun, hug, rug).

Transfer Sound and Articulation for English Learners
 Check for transferability of phonemes and graphemes. In some languages, such as Hmong and Korean, there is no positive sound transfer for short u. In Spanish, the spelling transfers, but there is no sound transfer for short u. Use CVC words to preteach the sound-spelling for short u. Begin with rhyming words, such as *sun, fun, run*. Then vary initial and final letters, focusing on familiar words that can be pictured or acted out, such as *cup, bus, bug*.

Alternate Learning Path: Have students practice spelling the words by tracing the letters in sand or shaving cream as they say the sounds.

Independent Practice/Partner Work
 While you are meeting with small groups, have students complete the following independently or with partners.
 • Have partners reread the previous week’s stories in *My Reading and Writing* and the decodable lap book to build fluency throughout the week.

Sample Grade 1, Unit 2 Phonics Lesson

Small-group lessons for students designed for additional support and targeted practice

Whole-group short explicit lessons (15–20 min.)

WEEK 2 Day 1

Whole Group Short u (15–20 MIN.)

Student Objectives

- Participate in shared reading.
- Identify, blend, and spell...

WEEK 2 Day 1

Phonological Awareness: Recognize and Produce Rhyme (3–5 MIN.)
Model: *bug, rug, cut, nut*
 Listen carefully as I say two words: *but, nut*. The words *but* and *nut* rhyme because they both end with /uht/.
I can name other words that rhyme with but and nut.
 If students have difficulty identifying the ending sounds and providing additional rhyming words, have partner additional modeling.
Model: *bugs, runs, fun, rug*
 Listen carefully as I say two words: *runs, rug*. The words *runs* and *rug* rhyme because they both end with /uuhz/.
I can name another word that rhymes with runs and rug: bus.

Spelling-Sound Correspondences (3–5 MIN.)
Introduce: *Uu*
 Display the Picture Word Card for *up*. This picture shows the word *up*. The beginning sound in *up* is /u/.
 The sound /u/ is spelled with the letter *u*. Say the letter with me: /u/.
 This is the sound of the beginning of the word *up*. Listen again to the beginning sound /u/.
 If students have trouble with the short u sound, watch your face to short u in a model position.
Model: Display the Sound-Spelling Card for short u. Read aloud the word *up* and invite students to chime in. Then display the picture side of the short u Picture Card. Have students say the names of the pictures. Explain that short u is in the middle of each name. Say the name of each picture and ask what sound students hear in the middle of the word. Ask which letter makes this sound.

We Read: “The Turtle and the Hare” (3–5 MIN.)
Shared Reading
 Display “The Turtle and the Hare” from the Interactive Big Book, pages 16–17. Ask students to listen as you read the story aloud. Invite students to visualize, or make pictures in their minds, to help them better understand characters and important ideas.
 • Read about the story. Track the print as you read.
 • Ask students to turn and tell a partner something that they visualized. Ask one or two students to share with the class.
 • Have students open My Reading and Writing to “The Turtle and the Hare,” pages 14–15. Reread and prompt students to track the print. Check comprehension by asking questions: *Who are the two characters? What words tell about Hare? What is the story of the story?*
Spiral Review
 • Have students find and circle short a and short e words in the story.

Sample Grade 1, Unit 2 Phonics Lesson

9 Transition to multisyllabic words in Grade 2.

Most curricula focus on one-syllable words in Grade 2, yet the stories students read at that grade level are filled with more challenging, multisyllabic words. More emphasis needs to be given to transitioning to longer words at this grade level (e.g., going from known to new words like *can/candle* and teaching the six major syllable types).

Benchmark Phonics & Word Study Workshop scope and sequence introduces multisyllabic words in Grade 2, moving from the known words to teaching the six major syllable types. The workshop materials provide a planned, smooth, easy, and more focused transition to multisyllabic words for these early readers. With this approach, students will be better prepared for the new reading demands, and bigger words will become less threatening to them.

Purposeful Transition to Multisyllabic Words

Introduce multisyllabic words.

WEEK 1: Day 1

Transition to Multisyllabic Words (2-3 MIN.)
Model: *kit, kitten*
 Write the one-syllable words in one column and the related multisyllabic words in another column. Have students read the one-syllable word and underline it in the multisyllabic word. Then guide students to read the multisyllabic word.
Word Study: Tell students that if a longer word has two consonants in the middle, they can divide the word between the two consonants to try to pronounce it.

kit	kitten
nap	napkin
sun	sunset

Practice: *pan/panic, hid/hidden, cab/cabin, chick/chicken*
 Write each word pair. Have students chorally blend the syllables. Provide corrective feedback as needed.

Spelling Pre-Assessment (5 MIN.)
 Use the following procedure to assess students' spelling of this week's words.
 • Say each spelling word.
 • Read the sentence and say the word again.
 • Have students write the word.
 • After the pretest, write each word as you say the letter names.
 • Have students check their work.

graph The graph shows the number of students who like chocolate.
stand Where can I stand?
chest The chest has toys in it.
fetch Our dog likes to play fetch.
flip My friend's dog can do a flip and land on his feet.
this This is my little dog.
cloth The table cloth is dirty.
shop Do you like to shop for toys?
just I just left for school.
budge I keep pushing it, but the door will not budge.

High-Frequency Words (3-5 MIN.)
Introduce: *a, can, and, come, are, for, big, go, has, I*
 Use the Say, Spell, Read, Write routine to introduce high-frequency words.
Say: Display the High-Frequency Word Cards one at a time. Point to and say the word, having students repeat after you.
Spell: Spell the word as you point to each letter.
Read: Have students read and spell the word.
Write: Then have students write the word as they spell it aloud.
 Finally, have partners use each word in an oral sentence.

ePocket Chart

a	can	and	come	are
for	big	go	has	I

Practice: *a, can, and, come, are, for, big, go, has, I*
 Display one word card at a time as students chorally say each word.

Share and Reflect (1-2 MIN.)
 Ask students to turn and tell a partner words with short vowel sounds and state the short vowel spellings they know. Then have students use one or two of the words in a sentence.

6 Grade 2 • Unit 1 • Week 1 © 2020 Benchmark Education Company, LLC

Sample Grade 2, Unit 1 Lesson

10 Cumulative assessments help evaluate mastery of skills.

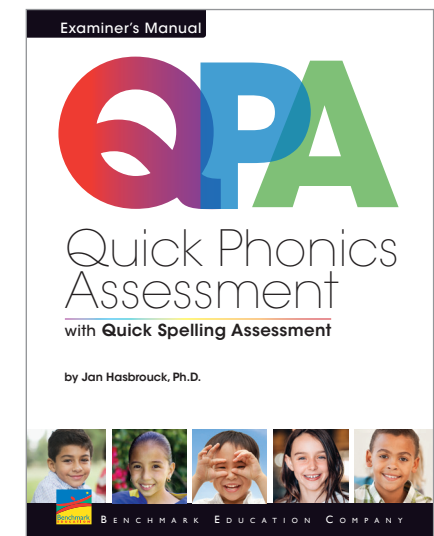
Assessment of phonics skills must be done over an extended period of time to ensure mastery. Weekly assessments focusing on one skill often give “false positives.” That is, they show movement toward learning, but not transfer. If the skill isn't worked on in subsequent weeks, learning can decay. Cumulative assessments, like those provided in the phonics workshop materials, help you determine which skills have truly been mastered. Make course corrections and adjust small-group differentiated support based on your findings.

Benchmark Phonics & Word Study Workshop provides both comprehensive and cumulative assessment. The comprehensive assessment, *Quick Phonics Assessment*, can be used for placement as well as progress monitoring. The cumulative assessment, which includes spelling, dictation, and cumulative word fluency, is found in the Teacher's Resource System. These assessments provide information about mastery as well as decayed learning.

Includes spelling, dictation, and cumulative word fluency assessments to inform instruction.



Phonics & Word Study Workshop Teacher's Resource System



Quick Phonics Assessment by Jan Hasbrouck, Ph.D.



11 A reliable and generalizable multisyllabic words strategy is a must.

In Grades 2–5, students need to learn helpful ways to attack longer, more complex words to decode them and determine their meanings. Students are encountering new words all of the time. Providing them with strategies and approaches that are flexible and widely usable builds students' confidence and success.

Benchmark Phonics & Word Study Workshop includes the easy 5-step Reading Big Words Strategy, guided practice for decoding by analogy, and using context clues. These are found in every week of instruction in Grades 2–5, and provide students with helpful ways to attack longer, more complex words to decode them and determine their meanings.

Multisyllabic Word Strategies

The screenshot displays several pages from the 'Grade 3 Word Study Teacher's Resource System Unit 4'. Key sections include:

- Open Syllables (pp. 10-11):** Student objectives, materials, and procedures for identifying open syllables.
- Spelling Patterns: Buddy Sort (pp. 12-13):** A strategy for sorting words by common features.
- Context Clues (pp. 14-15):** Instructions on using context to determine word meanings.
- Decoding by Analogy (pp. 16-17):** A strategy for decoding new words based on known words.
- Spelling Patterns: Assessment (pp. 18-19):** A section for evaluating student understanding of spelling patterns.

12 Building word curiosity increases understanding of how words work.

Through activities such as sorts and the creation of Anchor Charts around new phonics and word study concepts, students will engage in conversations about words. This engaging word-talk leads to deeper understanding of the structure of English to support students' reading and writing of grade-level vocabulary.

Benchmark Phonics & Word Study Workshop includes several types of sorts every week to keep students engaged in word study: Closed Sorts, Buddy Sorts, and Common Features Sorts. In partnership with the teacher, students will co-create Anchor Charts around new phonics and word study concepts. Students are engaged in conversations about words, leading to deeper understanding and increased word curiosity.

This section shows examples of word study activities:

- Closed Sort (Unit 6, Week 3, Lesson 2):** A table of words with common features:

believable	bothersome
breakable	cheerful
enjoyable	enormous
flexible	helpful
lonesome	marvelous
numerous	reversible
useful	visible
worrisome	
- Buddy Sort (Unit 6, Week 3, Extra Support Lesson 4):** A table of words with common features:

ful	ous
ible	able
some	breakable
cheerful	dangerous
enjoyable	famous
flexible	helpful
enormous	tiresome
useful	visible
- Common Features Sort (Unit 6, Week 3, Lesson 3):** A table of words with common features:

Feelings	Food
Friends	agreeable
colorful	digestible
enjoyable	fearful
flavorful	generous
helpful	hopeful
lonesome	peaceful
reliable	
- Adjective Suffixes Anchor Chart:**

The endings **-ful**, **-ous**, **-ible**, **-able**, and **-some** are adjective suffixes. These suffixes form adjectives when they are added to words.

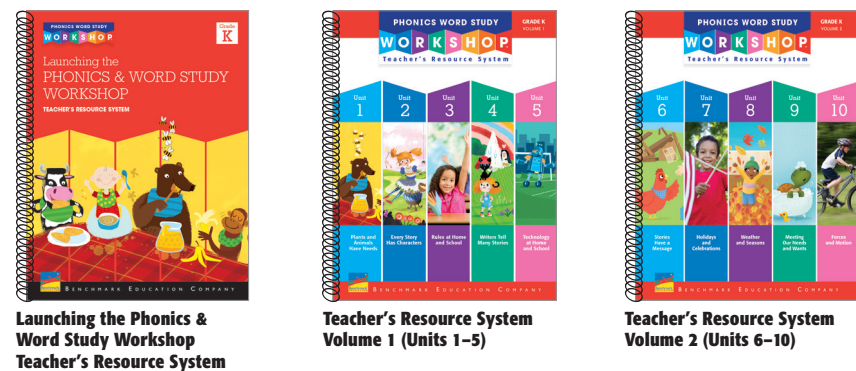
Adjective Suffix	Meaning	Adjective
ful	full of	joyful
ous	having the quality of	dangerous
ible	can be done	flexible
able	can be done	drinkable
some	tending to be	troublesome



Phonics Components: Grades K-1

Grade K

Teacher Resources



Launching the Phonics & Word Study Workshop Teacher's Resource System

Teacher's Resource System Volume 1 (Units 1-5)

Teacher's Resource System Volume 2 (Units 6-10)



Interactive Big Book Volume 1 (Units 1-5)

Interactive Big Book Volume 2 (Units 6-10)

Quick Phonics Assessment with Quick Spelling Assessment

My Reading and Writing Student Books



Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

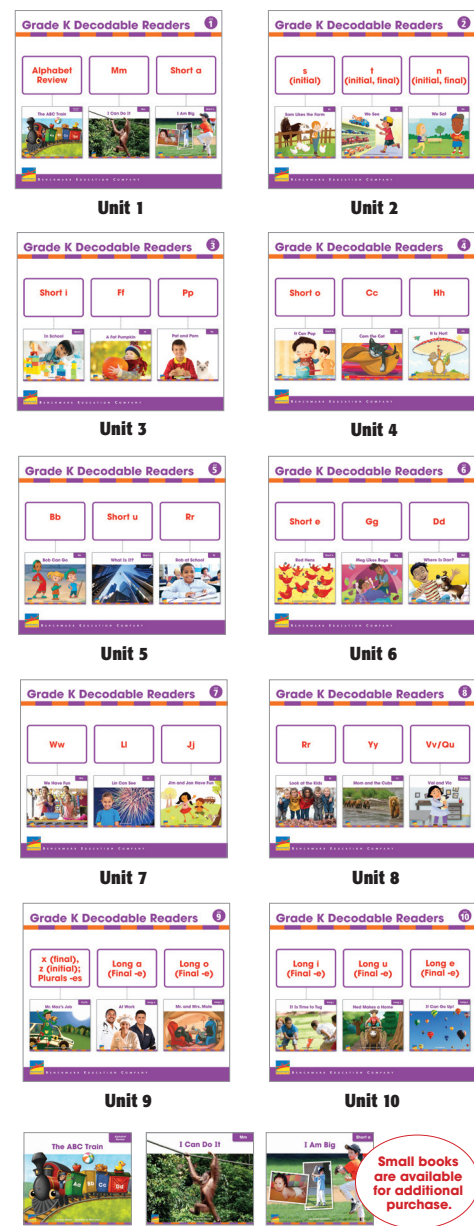
Unit 7

Unit 8

Unit 9

Unit 10

Decodable Lap Books



Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

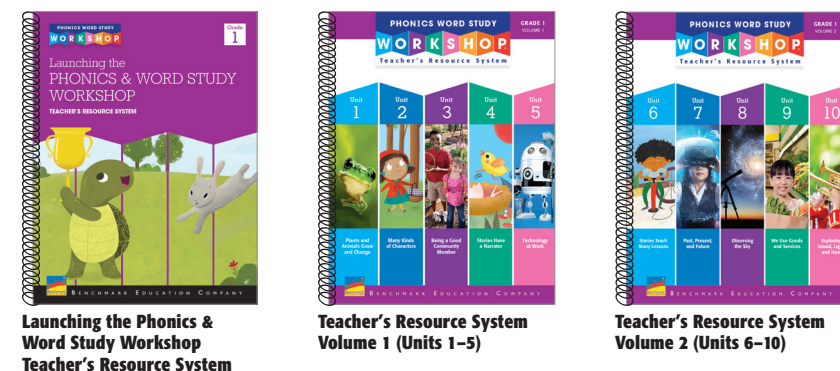
Unit 9

Unit 10

Small books are available for additional purchase.

Grade 1

Teacher Resources



Launching the Phonics & Word Study Workshop Teacher's Resource System

Teacher's Resource System Volume 1 (Units 1-5)

Teacher's Resource System Volume 2 (Units 6-10)



Interactive Big Book Volume 1 (Units 1-5)

Interactive Big Book Volume 2 (Units 6-10)

Quick Phonics Assessment with Quick Spelling Assessment

My Reading and Writing Student Books



Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Small books are available for additional purchase.

Decodable Lap Books



Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

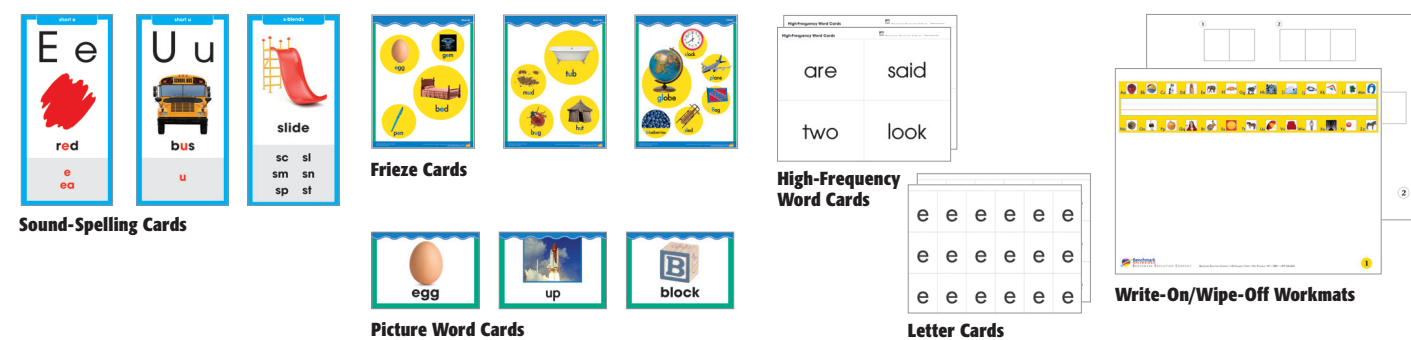
Unit 7

Unit 8

Unit 9

Unit 10

Phonics Manipulative Tools



Sound-Spelling Cards

Frieze Cards

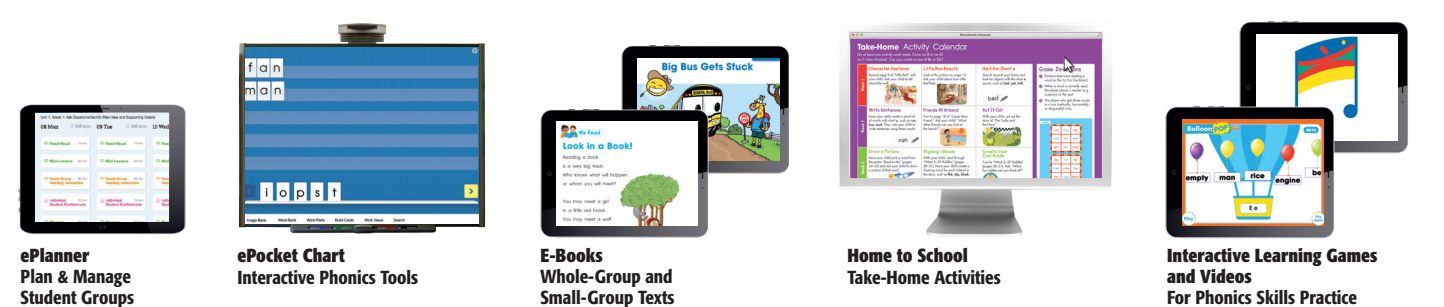
Picture Word Cards

High-Frequency Word Cards

Letter Cards

Write-On/Wipe-Off Workmats

Digital Components



ePlanner Plan & Manage Student Groups

ePocket Chart Interactive Phonics Tools

E-Books Whole-Group and Small-Group Texts

Home to School Take-Home Activities

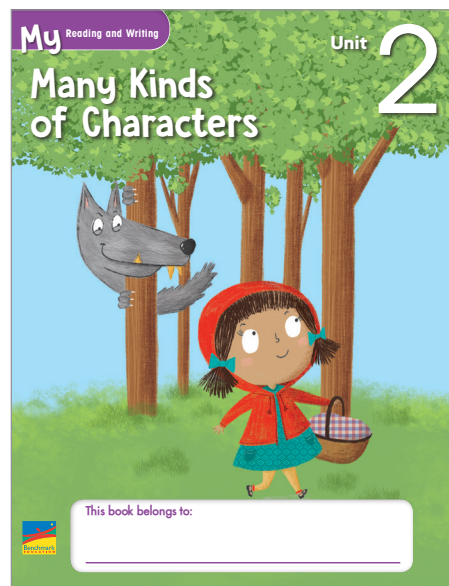
Interactive Learning Games and Videos For Phonics Skills Practice

Grades K-1

Gradual Release in Action

Create independent readers and writers.

- Connect phonics skills to authentic reading and writing.
- Move from decoding to encoding and meaning-making.



My Reading and Writing Student Book
Also available in interactive digital format!

We Read

We Read provides a shared reading experience with the teacher guiding and supporting students reading the text. Students experience rich, playful language that supports foundational skills and exposure to language patterns and rhymes.

We Read

Look in a Book!

Reading a book is a very big treat. Who knows what will happen or whom you will meet?

You may meet a girl in a little red hood. You may meet a wolf who is up to no good!

Annotate

- Circle a color word with short e.
- Underline the name of one character.

You may meet three bears who are out for a walk. You may meet a boy with a giant beanstalk!

There's so much to see, if you know where to look. So make some new friends inside your next book!

Students begin annotating to engage with the text.

My Reading and Writing Student Book

We Write

We Write provides a shared writing experience, where students receive guidance and support as they encode and make meaning.

We Write

Favorite Character

My favorite character from the story is

Dictation

Model

1. [] [] []

2. [] [] []

Apply

3. [] [] []

4. [] [] []

5. [] [] []

My Reading and Writing Student Book

I Read

"Look!" said Little Red.
"It is not my grandma.
It is the big, bad wolf.
I have to get help fast!"

"Look!" said Little Red.
"These men can help.
Let my grandma go!
Get out big, bad Wolf!"

Partner Work

- Read the story with a friend.
- Circle words with short e.
- Retell what Little Red did.

Partner's name: _____

My Reading and Writing Student Book

Builds community as students are held accountable for specific tasks as they work together.

I Read

I Read provides an accountable text where students apply the phonics skills and sight words they've learned, as well as provides the opportunity to use clues from images to read and make meaning from the text with support from the teacher as needed.

I Write

Retelling

Write what happened in the story.

1. []

2. []

3. []

4. []

Write the story of "Little Red."

Student Self-Check

- I used words with short e.
- I used words from the vocabulary word bank.
- I wrote what Little Red saw and did.

My Reading and Writing Student Book

I Write

I Write provides space for students to encode words and connect them to the text. Spaces are provided to write and draw in response to text, with a self-check where students keep themselves accountable for their work.



"The bulk of the time in any given phonics lesson should be devoted to applying the skill to real reading and writing situations."
— Wiley Blevins



Watch Wiley Blevins discuss the value of accountable text.

Words I Know **FLUENCY CHECK**

Have your child point to each word and read it.

High-Frequency Words

now	was	who
do	then	good
which	there	by
went	out	them

New Words

grass	skip	Jump
crop	sled	went
trip	spin	and
frog	snug	nest

Review

bed	cub	class
jet	sun	clock
ten	nut	sled
red	bus	flat

■ = accurate ■ = fluent

My Reading and Writing Student Book

A **Fluency Check** found at the back of every *My Reading and Writing* book provides an opportunity for a quick assessment of students' progress.

Grades K-1

Explicit, Systematic Instruction

The Phonics & Word Study Workshop instruction is built on a purposeful scope and sequence that moves students from exposure to mastery to transfer into reading and writing opportunities.

RETEACH and REINFORCE:
Whole Group to Small Group

Student objectives are clear and focused. Materials for the lesson are identified up-front.

WEEK 1 Day 1
Short e


Whole Group
Short e (15-20 MIN.)

Student Objectives

- Participate in shared reading.
- Identify, blend, and spell short e words.
- Learn new high-frequency words.

Materials

- Interactive Big Book, Volume 1, pp. 14-15
- My Reading and Writing, pp. 4-5
- Picture Word Card: egg
- Decodable Lap Book
- Sound-Spelling Card: Short e
- Frieze Card: Short e
- Letter Cards
- Student Workmat
- High-Frequency Word Cards: are, said, two, look, my, for, no, jump, one, have



We Read: "Look in a Book!" (3-5 MIN.)


Shared Reading

- Display "Look in a Book!" from the Interactive Big Book, pages 14-15. Tell students to listen as you read the poem aloud. Remind students to visualize, or make pictures in their minds, to help them understand.
- Read aloud the poem. Track the print as you read the first time.
- Ask students to turn and tell a partner something that they visualized. Ask one or two students to share with the class.
- Have students open My Reading and Writing to "Look in a Book!" pages 4-5. Reread and prompt students to track the print. Check comprehension.

Why do you think the poet says that reading a book is a treat? What are some of the characters you could "meet" in a book? What are those characters like?

Spiral Review

- Have students find and circle words with short i.
- Have students locate the high-frequency words you, for, and see.







Interactive Big Book, pp. 14-15
My Reading and Writing, pp. 4-5

Phonological Awareness: Recognize and Produce Rhyme (2-3 MIN.)

Model: pet, wet
Listen carefully as I say two words: **pet, wet**. The words **pet** and **wet** rhyme because they both end with /et/.
I can name other words that rhyme with **pet** and **wet**: **bet, get, let**.
If students have difficulty identifying rhyming words, then provide additional modeling.

Model: men, pen
Listen carefully as I say two other rhyming words: **men, pen**. The words **men** and **pen** rhyme because they both end with /en/.
I can name other words that rhyme with **men** and **pen**: **den, hen, ten**.

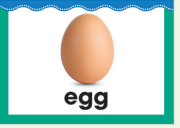
Practice: bed, fed; best, nest; bell, fell
Ask students to identify other rhyming words for each group.

Spelling-Sound Correspondences (2-3 MIN.) Multisensory Learning


Introduce: egg
Display the Picture Word Card for egg.
This is a picture of an egg. The beginning sound in egg is /e/.
The sound /e/ is spelled with the letter e.
Say the sound with me: /e/.
This is the sound at the beginning of the word egg.
Listen again to the beginning sound /e/.
Short e in the initial position may be pronounced differently in certain dialects. If students are having trouble with the true short e sound, switch your focus to short e in medial position.

Model


- Display the Sound-Spelling Card for short e. Read aloud the action rhyme, and invite students to chime in.
- Then display the Frieze Card. Have students say the names of the objects in the pictures. Explain that the word **egg** begins with /e/, and the other words have /e/ in the middle.
- Say the name of each picture, and ask what sound students hear at the beginning or in the middle of each word. Ask what letter stands for /e/.



Picture Word Card




Sound-Spelling Card



Frieze Card

Practice: bed, leg, set, peck, well, pet, wet
Say the short e words one at a time.
Ask students to listen for the short e sound in the middle of each word and write the letter e on paper or a workmat.

Sing Letter Song E.



WEEK 1 Day 1

Explicit instruction begins with sounds.

Mini-lessons are targeted to make efficient use of time.

Repeated explicit modeling is available for teachers to use.

Multi-sensory learning supports learning through senses beyond hearing and sight, helping students with conditions such as dyslexia.

Students practice with newly taught sound-spelling patterns.

Grades K-1

Built-In Spiral Review

Student practice includes a spiral review of skills and also provides challenge words for students who are progressing quickly. Small-group instruction provides suggestions and opportunities for reteaching and reinforcing the phonics and word study mini-lessons.

RETEACH and REINFORCE:
Whole Group to Small Group

Built-in spiral review provides multiple exposures and skill practice.

Teacher modeling is focused so that a bulk of instructional time is devoted to student practice and application.

Small-group instruction reinforces whole-group instruction and supports meeting the needs of a range of learners.

English Learner scaffolds are embedded into instruction and can support teachers in language transfer from other languages to English.

WEEK 1 Day 1
Short e

Blend Words (2-3 MIN.)

Model: beg
Display the Letter Cards for one modeling word at a time. Model blending the sounds.
This is the letter b. It stands for /b/. This is the letter e. It stands for /eee/. Listen as I blend the two sounds: /beee/. This is the letter g. It stands for /g/. Listen as I blend all three sounds: /beeeeg/. beg. Say the word with me: beg.

Model: led
Display the Letter Cards. Model blending the sounds.
This is the letter l. It stands for /l/. This is the letter e. It stands for /eee/. Listen as I blend the two sounds: /lleee/. This is the letter d. It stands for /d/. Listen as I blend all three sounds: /lleeed/. led. Say the word with me: led.

ePocket Chart

b

b e

b e g

l

l e

l e d

Practice: red, get, bed, men, tell

Spiral Review
Short o: fog, mop, cot
Short i: tip, sit, rip
Short a: pan, cat, had

Challenge: sled, step, spell

Check to see: If students have difficulty blending words, then use strategies provided for Small-Group Instruction.

High-Frequency Words (3-4 MIN.)

Introduce: are, said, two, look, my
Use the Say, Spell, Read, Write routine to introduce high-frequency words.
Say: Display the High-Frequency Word Cards one at a time. Point to and say the word, having students repeat after you.
Spell: Spell the word as you point to each letter.
Read: Then have students read and spell the word.
Write: Have students write the word as they spell it aloud.
Finally, have student partners use each word in an oral sentence.

ePocket Chart

are said two look my

for no jump one have

Practice: are, said, two, look, my

Spiral Review: for, no, jump, one, have
Review last week's words using the same procedure.

Share and Reflect (1-2 MIN.)


Ask students to turn and tell a partner words with short e. Then have students think of a body part with the short e sound (leg, head).

Small Group (10-15 MIN.)

Use the following activities during small-group time to reteach and reinforce the whole-group mini-lesson.

We Read

Reread "Look in a Book!" aloud to students. Point out that the pictures show the characters the poem tells about. Remind students of the stories in which each character appears ("Little Red Riding Hood," "Goldilocks and the Three Bears," and "Jack and the Beanstalk"). Discuss how the poem tells something about each story character. Encourage students to talk about the characters, and ask questions to get them started: *Why was the wolf up to no good? What did Jack grow?* Point out that the poem has three pairs of rhyming words, and help students identify them (hood, good; walk, beanstalk; look, book).



Interactive Big Book, pp. 14-15
My Reading and Writing, pp. 4-5

Blend Words (EL) Multisensory Learning

Display Letter Cards for the word **get**. Use an Elkonin box or the workmat.

Find g. What sound does **g** make? /g/. Push **g** into the first box. Now find **e**. What sound does **e** make? /eee/. Push the **e** next to the **g**. Blend the sounds together: /geee/. Now find **t**. Push **t** into the box. Blend the sounds: /geet/. Blend the sounds to read the word: /geet/. One more time: /geet/. Say the word with me: **get**.

Repeat with other words with the short e sound (bed, bell, bet, leg).

Elkonin Boxes

g	e	t

EL Transfer Sound and Articulation for English Learners

Check for transferability of the phoneme and grapheme. There is phoneme and grapheme transfer of initial and medial short e in Spanish. Other languages vary in their transferability. Initially, use minimal pair exercises for words that vary only the first letter of a short e CVC word, such as **pen/men, get/set, bed/red, leg/peg**. Consider augmenting aural practice using a mixture of short e words for students to sound out and read, such as **bed, fell, ten, and mess**.

Multisensory Learning

Alternate Learning Path: Reinforce handwriting of **e** to help students develop automaticity with forming letters. Have students say the name and sound of the letter each time they write it to reinforce the letter-sound relationship.

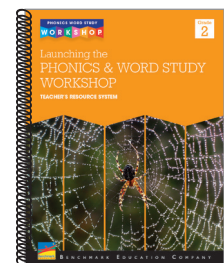
Independent Practice/Partner Work

While you are meeting with small groups, have students complete the following.

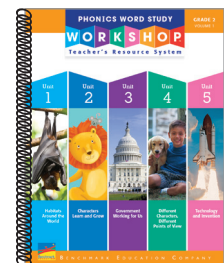
- Have partners reread the previous week's stories in *My Reading and Writing* and the decodable lap book to build fluency throughout the week.

Phonics Components: Grades 2-5

Grade 2



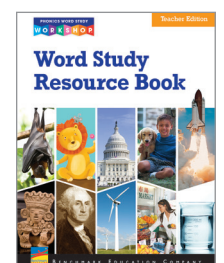
Launching the Phonics & Word Study Workshop Teacher's Resource System



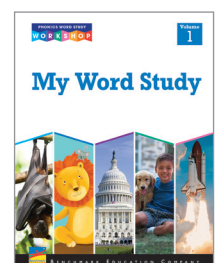
Teacher's Resource System Volume 1 (Units 1-5)



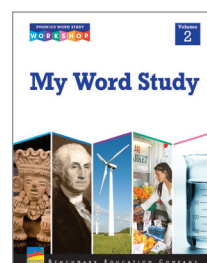
Teacher's Resource System Volume 2 (Units 6-10)



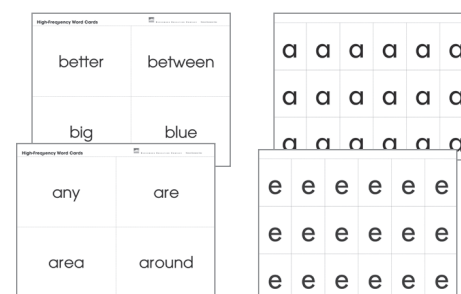
Word Study Resource Book (Units 1-10)



My Word Study Volumes 1 and 2 (Units 1-10)



Sound-Spelling Cards



High-Frequency Word Cards

Letter Cards

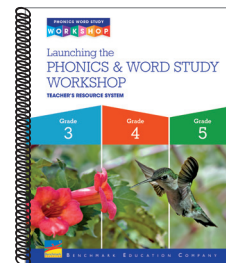


Interactive Learning Games and Videos For Phonics Skills Practice



Write-On/ Wipe-Off Workmats

Grade 3



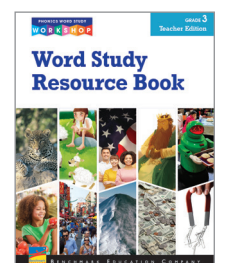
Launching the Phonics & Word Study Workshop Teacher's Resource System



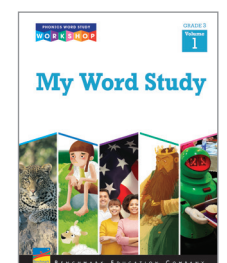
Teacher's Resource System Volume 1 (Units 1-5)



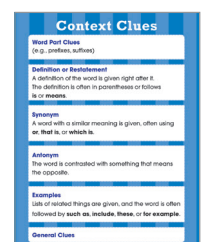
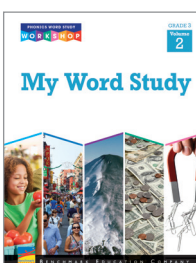
Teacher's Resource System Volume 2 (Units 6-10)



Word Study Resource Book (Units 1-10)



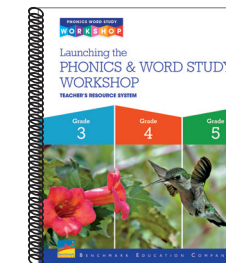
My Word Study Volumes 1 and 2 (Units 1-10)



Posters



Grade 4



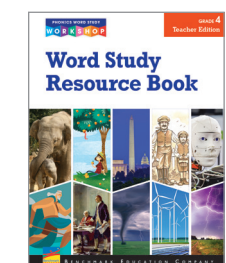
Launching the Phonics & Word Study Workshop Teacher's Resource System



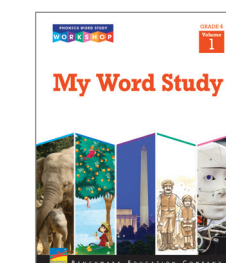
Teacher's Resource System Volume 1 (Units 1-5)



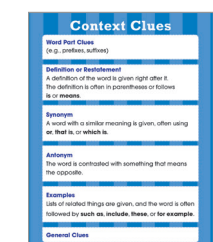
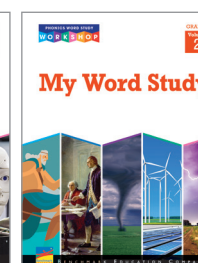
Teacher's Resource System Volume 2 (Units 6-10)



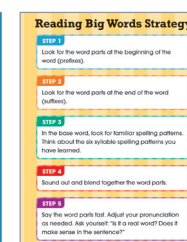
Word Study Resource Book (Units 1-10)



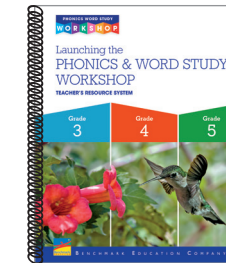
My Word Study Volumes 1 and 2 (Units 1-10)



Posters



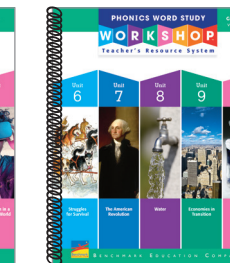
Grade 5



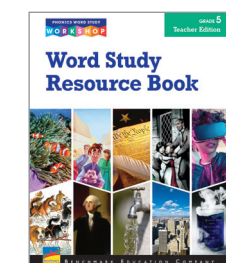
Launching the Phonics & Word Study Workshop Teacher's Resource System



Teacher's Resource System Volume 1 (Units 1-5)



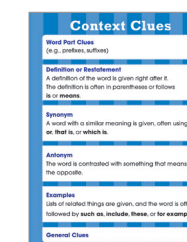
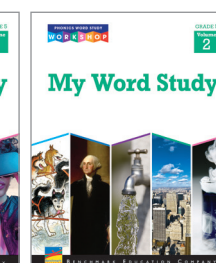
Teacher Resource System Volume 2 (Units 6-10)



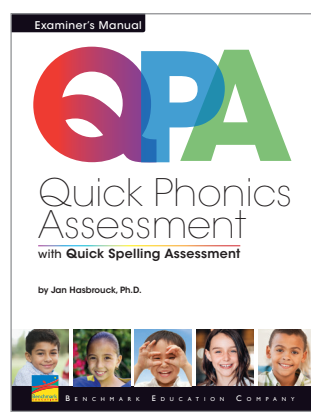
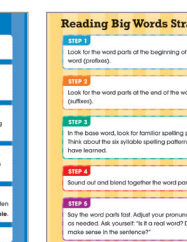
Word Study Resource Book (Units 1-10)



My Word Study Volumes 1 and 2 (Units 1-10)



Posters



Quick Phonics Assessment, Grades 2-5
Print and Digital Kits

Quick Phonics Assessment with Quick Spelling Assessment

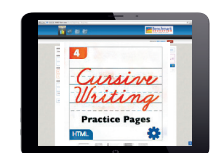


Digital Components, Grades 2-5
Interactive Resources and Instruction for the Entire Program

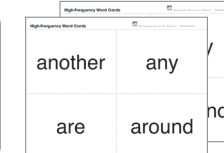
Digital versions of all print materials are available to students and teachers through Benchmark Universe. Customized ePocket Charts and Elkonin boxes can be used in place of or in addition to the printed cards. Audio support is included for all texts. Log in to Benchmark Universe to utilize these readily available tools.



ePlanner Plan & Manage Student Groups



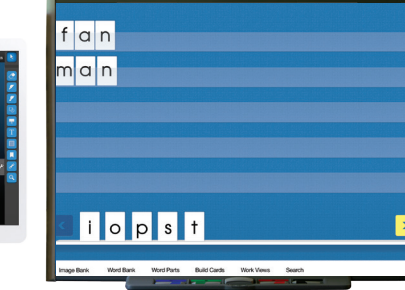
Handwriting Practice



High-Frequency Word Cards



Home to School Family Letter



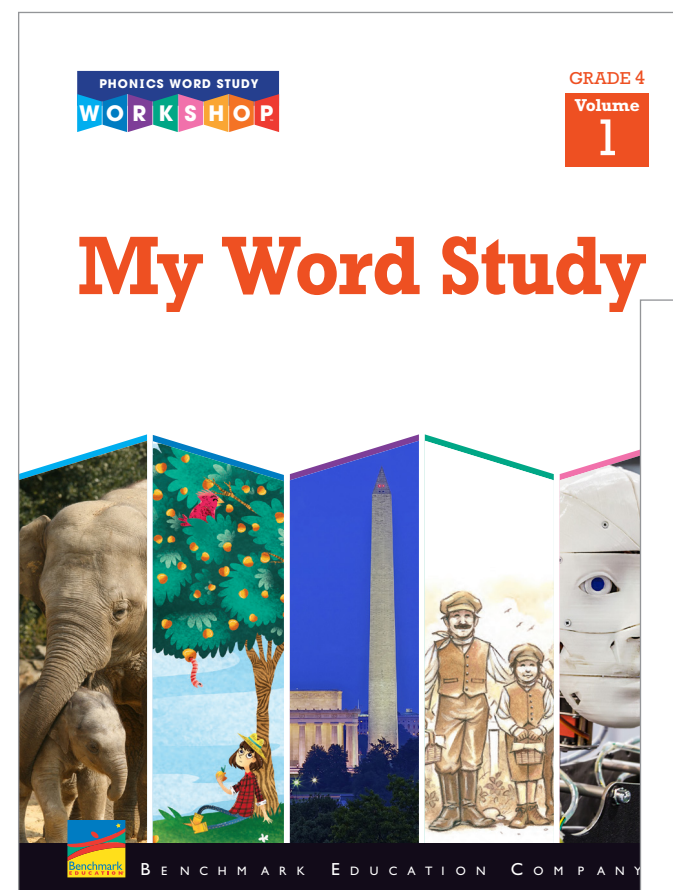
ePocket Chart Interactive Phonics Tools

Grades 2–5

Interactive and Authentic Word Study

Connects phonics and word study to authentic reading and writing.

- Build word familiarity, automaticity, and curiosity.
- Provide meaningful opportunities for word study application.



My Word Study Student Book
Also available in interactive digital format!

Build Automaticity Unit 8

1. Underline the Greek or Latin root (**geo**, **archae**, **rupt**) in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you for one minute as you read the words. Keep practicing to improve your speed.

geography	geometry	geology	geologist	geode
archaeology	archaic	archive	archaeologist	archaeological
erupt	eruption	disrupt	disruption	bankrupt
interrupt	interruption	corrupt	corruption	rupture
eruption	archaeology	geography	interrupt	geometry
disrupt	archaic	geometry	interruption	archive
disruption	archive	geology	corrupt	erupt
bankrupt	archaeologist	geologist	corruption	interruption
erupt	archaeological	geode	rupture	geography
archaeology	geologist	bankrupt	geology	disrupt
geode	interruption	corruption	archaeologist	geography
geometry	archaic	archive	disruption	archaeological
erupt	eruption	geologist	corrupt	bankrupt
interrupt	interruption	corrupt	geology	disrupt
geometry	archive	geography	interruption	eruption
disrupt	bankrupt	archaeology	interruption	geometry
archaeologist	archive	geology	disruption	erupt
bankrupt	geologist	disrupt	corruption	archaeology
erupt	archaeological	geode	rupture	geography
archaic	geologist	archaeology	geology	rupture

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

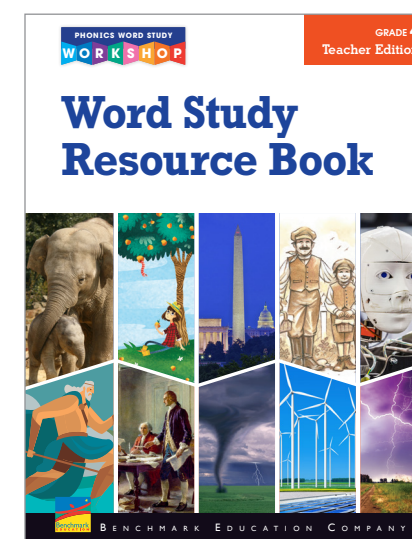
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Build Automaticity

Build Automaticity activities develop accuracy and automaticity with specific phonics elements and syllable types. The words on the top half are easier and become more difficult on the bottom half, allowing teachers to differentiate easily.

Additional Word Study Practice

Word Study Resource Book provides materials for closed sorts, common feature sorts, and buddy sorts, as well as reproducibles that support word study instruction.



Word Study Resource Book is available for Grades 2–5.

Accountable Text

Directions: Read the article.

Instant Canyon

In the summer of 2002, the people of Comal County, Texas, thought the rain would never stop. Heavy rain had fallen in central Texas for a week. They hoped the dam that held back the lake would hold. A rupture could destroy their town.

The dam held. But what happened instead would cause geology experts to scratch their heads. As the heavy rains continued, the water spilled over the dam. It poured into a river valley. The raging water took out trees and stripped the land of soil. It destroyed a bridge. The force of the water yanked large boulders from the ground and sent them rolling.

When at last the flood ended, it was discovered that a new canyon had formed. Geologists looked at an archive of photos from the area before the flood. No canyon. Canyons, it was believed, took millions of years to form. But there in central Texas, a canyon had been carved out in three days.

This unusual event disrupted commonly held ideas about how canyons form. It continues to be studied today.

Accountable Texts

Accountable Texts give students the opportunity to apply and transfer their growing phonics knowledge. Topic-related passages help students build fluency.

Interactive Text

Directions: Read the story. Then interact with the text.

First Essay

"I can't wait for our first essay!" I said to my friend, Salim. She looked at me in disbelief.

"Who looks forward to any schoolwork after summer break?" she asked.

"Think about it," I said. "We always have to write about what we did over the summer. Am I right? Well, this year I swam in a volcano!" I can't even begin to describe Salim's face after that. She started to interrupt me with questions, but I just kept talking.

"Dad and I visited my uncle, who is an archaeologist. He lives in Oregon. He took us to Crater Lake near his house. About 8,000 years ago, a volcano erupted. It was such a huge eruption that the top of the volcano fell in. It formed a big hole. Over time it filled with water. Geologists say it's the deepest lake in the country. So it's a volcano, and I swam in it!"

Interact with the Text

1. Circle five words that have the Greek or Latin root **geo**, **archae**, or **rupt**.
2. How did the author use dialogue to help you understand what the story was about? Discuss with a friend. Use details from the text to support your answer.

Interactive Texts

Interactive Texts provide an additional opportunity to interact with text and include the target phonics or word study skill. Students annotate the text in order to demonstrate understanding of the skill and comprehension of the text.

Instruction Connects Word Study to Comprehension

Targeted and efficient mini-lessons go beyond skill mastery to application and transfer.

RETEACH and REINFORCE:
Whole Group to Small Group

Greek and Latin Roots geo, archae, rupt

WEEK 2 Lesson 2

Whole Group

Greek and Latin Roots geo, archae, rupt (10–15 MIN.)

Student Objectives

- Read accountable text.
- Spell and sort words with Greek and Latin roots **geo**, **archae**, **rupt**.
- Use context clues to determine word meanings.

Materials

- *Word Study Resource Book*, p. 179 (Accountable Text); **Greek and Latin Roots Chart**; **Category Cards**; **Closed Sort Cards**; **Context Clues Poster**
- *My Word Study*, Volume 2

Word Study (2–3 MIN.) (EL)

Review: geologist, archive, interrupt

Review Greek and Latin roots using the Greek and Latin Roots Chart. Then write **geologist** on the board.

- Ask students what they notice about the word. (It begins with the Greek root **geo**.)
- *What does geo mean?* (earth)
- Use the meaning of **geo** to help students define **geologist**. (one who studies earth's rocks and soil).
- Emphasize root meanings as you repeat with **archive** (archae = ancient; "place to store historical records"); **interrupt** (rupt = break; "break into a conversation").

Greek and Latin Roots

Many words in English are based on Greek and Latin roots. A root is a word part on which the meaning of a whole word is based.

Root	Meaning	Example
geo (Greek)	earth	geography "Study of Earth's features"
archae (Greek)	ancient	archaeologist "person who studies ancient things"
rupt (Latin)	break	rupture "a breaking apart of something"

Greek and Latin Roots Chart, p. 181

Practice: geographer, archivist, bankrupt

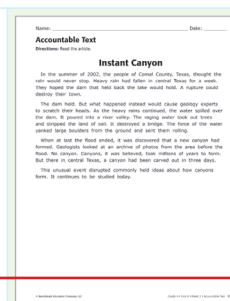
- Use a similar routine to guide student practice.
- Guide students to pronounce the words. Then have them turn to a partner and identify the Greek or Latin root in each word.
- Work with students to determine word meaning using the meaning of the Greek or Latin root.
- Reinforce word meaning by using each word in a sentence.

Check to see: If students have difficulty reading words, then refer to **Extra Support Lesson 5** and provide additional modeling. (SG)

Read Accountable Text (5 MIN.) (EL)

Guide students through a reading of Accountable Text "Instant Canyon" to focus on words with Greek and Latin roots **geo**, **archae**, and **rupt**. Read the title. Have the students whisper-read the text as you circulate and listen in.

- Model and review the skill using the Greek and Latin Roots Chart.
- When completed, guide students through a choral-read of the text.
- Take note of students who struggle and provide an easier text for them to read during Extra Support Lessons 4 and 5.
- Have students interact with the text by circling words that have the Greek or Latin root **geo**, **archae**, or **rupt**.



Word Study Resource Book, p. 179
My Word Study, p. 24

Check Comprehension

- Ask students the following questions to monitor comprehension. Have students underline words and phrases from the text to support their answers.
- *What did the people fear might happen during the heavy rain? Find words in the text to support your answer.*
- *What happened instead?*
- *Why were geologists surprised by events when they looked at the land after the rain?*
- *Have you ever experienced a long-lasting or very heavy rain? What effect did it have on your surroundings?*

Context Clues (2–3 MIN.)

Introduce: Display the Context Clues Poster. Discuss the different types of context clues.

Model: Write the text-related sentence: *Geologists were surprised that the formation of the canyon took only three days.*

Look at the word I underlined: **formation**. What does this word mean? I see the base word **form** and the suffix **-ation**. I know that **form** can mean "make or shape." I also know that the suffix **-ation** means "act or process of." So, I think **formation** means "process of making or shaping." That makes sense. *Geologists were surprised when the process of shaping a canyon took only three days.*

Practice: Provide other sentences from or about the text. Guide students to identify the clues that help them determine word meaning.

- *The heavy rains seemed to be nonstop, going on and on for days.*
 - *Unlike a gently flowing stream, the raging water spilled over the dam and stripped the land of soil.*
- Prompt students to use context clues in their writing to support their readers' understanding.

Spelling Patterns: Closed Sort (3–5 MIN.)

Model

Sort Cards: geology, archaeology, eruption

Category Cards: geo, archae, rupt

Display the Category Cards next to each other in the pocket chart. Hold up the Sort Card **geology** and pronounce the word.

I see that the word geology begins with the Greek root geo. Do you see the Greek root geo in the word? I know that geo means "earth," and geology is the study of rocks and soil on earth. I'll sort geology under the root geo in the chart. Continue with archaeology and eruption.

Practice: archaeological, archaeologist, archaic,

archive, archivist, bankruptcy, corruption, disruption, geode, geographer, geography, geologist, geometric, geometry, interruption, rupturing

- Distribute the reproducibles with the Sort Cards and Category Cards. Read the Sort Cards aloud.
- Ask students to work with a partner to sort the Sort Cards.
- After students have sorted, write the answers on the board and have students check their sorts.
- Discuss word meanings. Then ask students what they notice about the words (e.g., many words with **geo** and **archae** are science vocabulary words).

Closed Sort					
geo		archae		rupt	
geology	geologist	archaeology	archaic	eruption	disruption
geode	geometric	archaeological	archive	bankruptcy	interruption
geographer	geometry	archaeologist	archivist	corruption	rupturing
geography					

(EL) Supporting English Language Development

Some English learners and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along and echo-read each sentence after you.

Share and Reflect (1–2 MIN.)

Have students turn to their partners and share two unusual things that happened in Comal County during the summer of 2002.

Whole-group instruction is targeted and focused with ample time for interactive practice.

Anchor Charts are co-created with students.

Built-in formative assessments provide if/then observations and links to additional support for small-group instruction.

Word study is connected to comprehension.

Students are engaged with a variety of sorts and interactive partner work to engage in meaningful practice and discussions about words.

Integrated support for English Language Development is included in every whole-group lesson.

Grades 2–5

Small-Group Instruction

Supports for reaching all learners are embedded in the instruction.

RETEACH and REINFORCE:
Whole Group to Small Group

WEEK 2 **SG** Extra Support Lesson 4

Greek and Latin Roots **geo, archae, rupt** Extra Support

Small Group

Greek and Latin Roots geo, archae, rupt (10–15 MIN.)

Student Objectives

- Read interactive text.
- Apply multisyllabic word reading strategies.
- Spell and sort words with Greek and Latin roots **geo, archae, rupt**.
- Review high-frequency words.

Materials

- *Word Study Resource Book*, p. 180 (Interactive Text: "First Essay"; Greek and Latin Roots Chart; Category Cards; Buddy Sort Cards; Reading Big Words Strategy Poster)
- *My Word Study*, Volume 2
- High-Frequency Word Cards: **give, live, have, walk, with, wish, will, we, than, fast, done, eight, made, make, start, place, pick, try, sleep, six**



Lessons 4 and 5 include small-group instruction for students that need additional support.

Read Interactive Text (3–5 MIN.)

Guide students through a reading of Interactive Text "First Essay" to focus on simpler words with Greek and Latin roots **geo, archae, and rupt**. Read the title. Have the students whisper-read the text as you circulate and listen in. Model and guide students on how to read words with the target skill using the Greek and Latin Roots Chart.

- When completed, guide students through a choral-read of the text.
- Have students interact with the text by circling words that have the Greek or Latin root **geo, archae, or rupt**.



Word Study Resource Book, p. 180
My Word Study, p. 25

Check Comprehension

Ask students the following questions to monitor comprehension. Have students underline words and phrases from the text to support their answers.

- *Why was the narrator excited about writing her first essay of the school year? Use words from the story to support your answer.*
- *How was Crater Lake formed?*
- *How do you think the narrator felt about swimming in Crater Lake? What clues does the story give you?*
- *If you had the chance, would you swim in Crater Lake? Give reasons for your answer.*

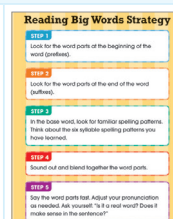
Word study is connected to comprehension.

Use Reading Big Words Strategy (3–5 MIN.)

Model: **uninterrupted**

Guide students through the steps of the Reading Big Words Strategy to read the word **uninterrupted**.

- Write the following sentence: *I need an hour of **uninterrupted** time to finish my report.*
- Underline the word **uninterrupted**.
- Read aloud the sentence, pausing at the underlined word.
- Walk through each step of the strategy to determine how to pronounce the word and check that it makes sense.
- Highlight the prefix **un-** ("not; opposite of"), the Latin root **rupt** ("break"), and the ending **-ed**.



Reading Big Words Strategy Poster

Practice: **disruptively, archiving, abruptness, geographically**

Use the strategy to read the words above. Write each word in a sentence. Discuss with students which steps of the strategy helped them the most.

Read, Build, Write

Have students build each word with syllable and word part cards (e.g., **abrupt, ness**). Then have them write the words. Work with them to write a sentence with each word to confirm meaning.

Appropriate for below- and on-level instruction—optional, could also be completed during Whole Group.

Spelling Patterns: Buddy Sort (3–5 MIN.)

Model

Sort Cards: **geography, archaic, disrupt**
Category Cards: **geo, archae, rupt**

- Place the Category Cards in the pocket chart. Hold up the Sort Card **geography** and pronounce the word.
- *I see that the word **geography** begins with the Greek root **geo**. Do you see the Greek root **geo**?*
- *I know that **geo** means "earth," and **geography** is the study of earth's features—oceans, rivers, continents, mountains. I'll sort **geography** under **geo** in the chart.*
- Repeat, sorting **archaic** and **disrupt**.

Distribute the Sort Cards and Category Cards for the buddy sort.

- Read aloud each word and have students repeat as they point to the Sort Card.
- Have students alternate reading a word and naming the category into which it should be sorted.
- After students have sorted, write the answers on the board and have students check their sorts.
- Guide students to chorally read the words in each column.
- Have students select one word from each column and use it in a sentence. Provide corrective feedback.

Includes reusable strategies for students to use when encountering multisyllabic words. This can also be incorporated into whole-group instruction.

Buddy Sort		
geo	archae	rupt
geography	archaic	disrupt
geologist	archaeologist	erupt
geology	archaeology	interrupt
geometry	archive	rupture

A variety of sorts provides additional interactive practice opportunities.

High-Frequency Words (2–3 MIN.) OPTIONAL

Model: **give, live, have, walk, with, wish, will, we, than, fast**

Use the **Say, Spell, Read, Write** routine to review the most common high-frequency words to build automaticity.

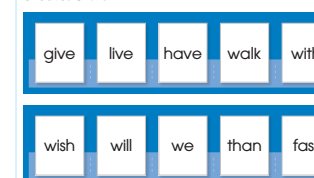
Say: Display the High-Frequency Word Cards one at a time. Point to and say the word, having students repeat after you.

Spell: Spell the word with students as you point to each letter.

Read: Then have students read and spell the word.

Write: Have students write the word as they spell it aloud.

ePocket Chart



Practice: **give, live, have, walk, with, wish, will, we, than, fast, done, eight, made, make, start, place, pick, try, sleep, six**

Mix the High-Frequency Word Cards and display one card at a time as students chorally say each word. These cards also include last week's words.

During independent work time, students can write a sentence for each high-frequency word in their notebooks and practice reading the sentences throughout the week to build fluency.

Build Fluency

To build fluency reading words with Greek and Latin roots **geo, archae, rupt**, have students read to a partner or record themselves reading the Accountable Text "Instant Canyon." Circulate, listen in, and provide corrective feedback.

WEEK 2 Lesson 4

Grade K Scope and Sequence

Phonics & Word Study Workshop lessons are built around a strong scope and sequence that progresses from simple to complex with built-in review and repetition to ensure mastery of skills over time.

Week	UNIT 1 Plants and Animals Have Needs			UNIT 2 Every Story Has Characters			UNIT 3 Rules at Home and School			UNIT 4 Writers Tell Many Stories			UNIT 5 Technology at Home and School			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Phonological Awareness	recognize and produce rhyme; syllable blending	phoneme isolation	phoneme isolation	phoneme isolation, categorization; blend onset and rime	phoneme isolation, categorization; blend onset and rime	phoneme isolation, categorization; blend onset and rime		phoneme isolation, substitution	phoneme isolation, substitution; syllables in spoken words	phoneme isolation, substitution; syllables in spoken words	phoneme isolation, blending	phoneme isolation; blend onset and rime	phoneme isolation; blend onset and rime	phoneme isolation, addition; distinguish syllables in spoken words	phoneme isolation, addition; distinguish syllables in spoken words	phoneme isolation, substitution; distinguish syllables in spoken words
Primary Skill	alphabet review	m (initial, final)	short a (initial, medial)	s (initial)	t (initial, final)	n (initial, final)		short i (initial, medial)	f (initial)	p (initial, final)	short o (initial, medial)	c (initial)	h (initial)	b (initial, final)	short u (initial, medial)	r (initial)
Spiral Skills		alphabet review	m	m, short a	s, m, short a	t, s, m, short a		n, t, s, m short a	n, t, s, m short a, i	f, n, t, s, m short a, i	p, f, n, t, s, m short a, i	p, f, n, t, s, m short a, i, o	c, p, f, n, t, s, m short a, i, o	h, c, p, f, n, t, s short i, o	b, h, c, p, f, n, t, s short i, o	b, h, c, p, f, n, t short i, o, u
Preview Skills and Word Families		s	short i	m, t, r	f, h, b	w, p, l		short a, o	c, j, n	g, d, k	short e, u	v, y, z	x, qu	word family -at	word family -un	word family -ip
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)		l	like Challenge: eat	the, we	go, see	go, l, like, see, the, we Challenge: was, her, down		can, she	a, is	a, can, go, is, see, she, the, we Challenge: friend, they	he, has	little, play	a, has, he, is, little, play, she Challenge: very, out	and, you	big, with	and, big, has, he, little, play, with, you Challenge: good, all, our

Week	UNIT 6 Stories Have a Message			UNIT 7 Holidays and Celebrations			UNIT 8 Weather and Seasons			UNIT 9 Meeting Our Needs and Wants			UNIT 10 Forces and Motion			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Phonological Awareness	phoneme isolation, blending	phoneme isolation, substitution; blend onset and rime	phoneme isolation, blending; blend onset and rime	phoneme isolation, blending, substitution; distinguish syllables	phoneme isolation, blending, addition; substitution	phoneme isolation, substitution, blending; distinguish syllables		phoneme isolation, addition; blend onset and rime	phoneme isolation, substitution; blend onset and rime	phoneme isolation, blending; blend onset and rime	phoneme isolation, blending, addition, substitution	phoneme isolation, blending, addition, substitution	phoneme isolation, blending, addition, substitution	phoneme isolation, addition, substitution	phoneme isolation, blending, addition, substitution	phoneme isolation, addition, substitution
Primary Skill	short e (initial, medial)	g (initial, final)	d (initial, final)	w (initial)	l (initial)	j (initial)		k (initial)	y (initial)	v (initial), qu (initial)	x (final), z (initial)	long a (a_e)	long o (o_e)	long i (i_e)	long u (u_e)	long e (e_e)
Spiral Skills	r, b, h, c, p, f, n short i, o, u	r, b, h, c, p, f, n short o, u, e	g, r, b, h, c, p, f short o, u, e	d, g, r, b, h, c, p short o, u, e	w, d, g, r, b, h, c short o, u, e	l, w, d, g, r, b, h short o, u, e		j, l, w, d, g, r, b short o, u, e	k, j, l, w, d, g, r short o, u, e	y, k, j, l, w, d, g short o, u, e	v, qu, y, k, j, l, w short o, u, e	x, z, v, qu, y, k, j long a, short u, e	x, z, v, qu, y, k, j long a, o, short e	x, z, v, qu, y, k, j long a, i, o	x, z, v, qu, y, k, j long a, i, o, u	
Preview Skills and Word Families	word family -et	word family -ot	word family -an	word family -in	word family -op	word family -ug		word family -it	word family -ap	word family -ick	word family -ock	word family -ame	word family -ope	word family -ide	_o (so, no, go)	_e (be, me, he, we, she)
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)	for, no	jump, one	and, jump, one, you Challenge: your, girl	are, have	said, two	are, for, have, jump, no, one, said, two Challenge: when, love		look, me	come, here	are, come, have, here, look, me, said, two Challenge: away, yellow	my, to	of, what	come, here, look, me, my, of, to, what Challenge: happy	put, want	saw, this	my, of, put, saw, this, to, want, what Challenge: how, over

Grade 1 Scope and Sequence

Phonics & Word Study Workshop lessons are built around a strong scope and sequence that introduces and allows for spiral review of phonics elements over time. High-frequency words and secondary skills are introduced and applied to authentic text.

Week	UNIT 1			UNIT 2			UNIT 3			UNIT 4			UNIT 5			
	Plants and Animals Grow and Change			Many Kinds of Characters			Being a Good Community Member			Stories Have a Narrator			Technology at Work			
	1	2	3	1	2	3		1	2	3	1	2	3	1	2	3
Phonological Awareness	recognize and produce rhyme; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme substitution		phoneme categorization; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; recognize and produce rhyme	phoneme identification; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme addition	phoneme identification; phoneme blending; phoneme addition	phoneme categorization; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme substitution
Primary Skill	short a	short i	short o	short e	short u	l-blends		r-blends	s-blends	final consonant blends	consonant digraphs th, sh, -ng	consonant digraphs ch, -tch, wh	three-letter blends (spl, spr, squ, str)	long a (final -e)	long o (final -e)	soft c, g
Secondary Skill and Word Families	s /z/, ck /k/; -at, -ad, -an	plural nouns (-s); -in, -it, -ip	double final consonants; -op, -og, -ot	-op, -og, -ot	inflectional ending (-s); -ug, -up, -un	-ob, -ot, -ock		-im, -ill, -ick	contractions ('s); -ap, -am, -ag	inflectional ending (-ed, no spelling change); -ent, -est	inflectional ending (-ing, no spelling change); -ung, -ing, -ink	closed syllables (rab/bit, kit/ten); -unk, -ump, -uck	plurals (-es); -ash, -ack	-ame, -ake	-ope, -ape	contractions with "not"; -ace, -age
Spiral Review	consonants	consonants; short a; s /z/, ck /k/	short a, i; plural nouns (-s)	short a, i, o; double final consonants; plural nouns (-s)	short a, i, o, e; double final consonants	medial short vowels; inflectional ending (-s); double final consonants		l-blends; medial short vowels	l-, r-blends; short vowels	initial blends; short vowels	initial/final consonant blends; inflectional ending (-ed)	consonant digraphs th, sh, -ng; inflectional endings (-ed, -ing)	consonant digraphs; closed syllables	three-letter blends; consonant digraphs; closed syllables; plural (-es)	long vowel a (final -e); short vowel a; consonant digraphs and blends	long vowels o, a (final -e); short vowels o, a
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)	the, see, go, she, and	play, little, you, with	for, no, jump, one, have	are, said, two, look, my	come, here, to, of	what, put, want, this, saw		now, do, which, went	was, there, then, out	who, good, by, them	were, our, could, these	once, upon, hurt, that	because, from, their, when	why, many, right, start	find, how, over, under	try, give, far, too

Week	UNIT 6			UNIT 7			UNIT 8			UNIT 9			UNIT 10			
	Stories Teach Many Lessons			Past, Present, and Future			Observing the Sky			We Use Goods and Services			Exploring Sound, Light, and Heat			
	1	2	3	1	2	3		1	2	3	1	2	3	1	2	3
Phonological Awareness	phoneme categorization; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme substitution	phoneme isolation; phoneme blending; phoneme categorization	phoneme categorization; phoneme blending; phoneme segmentation	phoneme isolation; phoneme blending; phoneme segmentation		phoneme identification; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme substitution	phoneme identification; phoneme blending; phoneme substitution	phoneme categorization; phoneme blending; phoneme segmentation	phoneme isolation; phoneme blending; phoneme categorization	phoneme isolation; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme segmentation	phoneme isolation; phoneme blending; phoneme categorization
Primary Skill	long i (final -e)	long e (final -e), long u (final -e)	long a spellings (a, ai, ay)	long o spellings (o, oa, ow, oe)	long e spellings (e, ee, ea, ie)	long i spellings (i, y, igh)		/är/ (farm)	/ôr/ (for, ore, oar)	/ür/ (girl, herb, spur)	/ou/ (house, clown)	/oi/ (join, boy)	/oo/, /ōō/ (broom, book)	silent letters (wr, kn, gn)	/ð/ (aw, au, al, augh)	long e (y, ey)
Secondary Skill and Word Families	VCe syllables; -ine, -ife, -ide	inflectional endings (-ed, -ing, dropping final -e); -ale, -ane, -une	inflectional endings (-ed, -ing, double final consonant); -ail, -ain, -ay	-ow, -oat, -old	prefixes un-, re-, -eat, -eet, -eed	open syllables; -ight, -ice, -ile		compound words; -ar, -all	-orn, -ore, -oar	r-controlled syllables; -ern, -urn	comparative inflectional endings -er, -est; -out, -ouse, -own	suffix -ly; -oil, -oin	vowel team syllables; -oom, -ood	-oon, -ool	suffixes -ful, -less; -aw, -awn	consonant -le syllables; -eep, -ey
Spiral Review	soft c and g; contractions with "not"; long vowels a, o (final -e)	soft c and g; VCe syllables with a, i, o	VCe syllables with a, i, o, e, and u; inflectional endings (drop -e)	long a vowel teams; VCe syllables with a, i, o, e, and u	long o and a vowel teams	long o, a, and e vowel teams		open syllables; long o, a, e, and i vowel teams	r-controlled syllables with /är/; long o, a, e, and i vowel teams	long vowel teams; r-controlled syllables with /är/, /ôr/	r-controlled syllables with /är/, /ôr/, /ür/	r-controlled syllables with /är/, /ôr/, /ür/; diphthong /ou/	diphthongs /ou/, /oi/; suffix -ly	vowel team syllables with /ou/, /oi/, /oo/, /ōō/; suffix -ly	vowel team syllables; silent letters	vowel team syllables; silent letters; suffixes
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)	after, call, large, her	house, long, off, small	brown, work, year, live	found, your, know, always	all, people, where, draw	again, round, they, country		four, great, boy, city	laugh, move, change, away	every, near, school, earth	before, done, about, even	walk, buy, only, through	does, another, wash, some	better, carry, learn, very	mother, father, never, below	blue, answer, eight, any

Grade 2 Scope and Sequence

Phonics & Word Study Workshop lessons are built around a strong scope and sequence that transitions from single-syllable words to multisyllabic words that support the phonics elements and link to meaning.

	UNIT 1			UNIT 2				UNIT 3			UNIT 4			UNIT 5		
	Habitats Around the World			Characters Learn and Grow				Government Working for Us			Different Characters, Different Points of View			Technology and Invention		
Week	1	2	3	1	2	3		1	2	3	1	2	3	1	2	3
Primary Skill	short vowels; one-syllable words; initial and final blends; consonant digraphs	closed syllables; open syllables	long a vowel team syllables (a, ai, ea, ay, a_e)	long o vowel team syllables (o, oa, ow, oe, o_e)	long e vowel team syllables (e, e_e, ee, ea, y, ey, ie)	long i vowel team syllables (i, ie, y, igh, i_e)		long u vowel team syllables (u, ew, ue, u_e)	r-controlled /är/ syllables	r-controlled /ür/ syllables (er, ir, ur)	r-controlled /ör/ syllables (or, oar, ore)	r-controlled /ir/ syllables (ear, eer, ere)	r-controlled /är/ syllables (air, are, ear, ere)	VCe syllables; consonant -le syllables	/oi/ vowel team syllables (oi, oy)	/ou/ vowel team syllables (ou, ow)
Secondary Skill		initial 3-letter blends			plurals -s, -es					inflectional endings -ed, -ing (no spelling change)			contractions 't, 's			inflectional ending -es (with changing y to i)
Transition to Multisyllabic Words	closed syllable types; inflectional ending -ing (e.g., resting, trusting, asking)	open and closed syllable types (e.g., frozen, zero, cabin, kitten)	vowel team syllable type (long a); suffixes -ful, -er (e.g., painful, painter, playful)	vowel team syllable type (long o); compound words and inflectional endings (e.g., homegrown, raincoat, holding)	vowel team syllable type (long e); suffixes -y, -ly (e.g., funny, briefly, peanut)	vowel team syllable type (long i) (e.g., frighten, spying)		vowel team syllable type (long u); comparative and superlative suffixes -er, -est (e.g., cuter, fewest, music)	r-controlled vowel syllable type (/är/); inflectional endings -ed, -ing (e.g., harming, started, marching)	r-controlled vowel syllable type (/ür/); inflectional ending -ing (e.g., twirling, curling, perfect)	r-controlled vowel syllable type (/ör/); compound words (e.g., airport, uproar, anymore)	r-controlled vowel syllable type (/ir/); suffixes -ful, -less, -ly (e.g., fearless, clearly, cheerful)	r-controlled vowel syllable type (/är/); compound words (e.g., wheelchair, upstairs, barefoot)	VCe syllable type and consonant -le syllable type (e.g., wiggle, candle, inside)	vowel team syllable type (/oi/); (e.g., enjoy, cowboy, joining)	vowel team syllable type (/ou/); compound words (e.g., doghouse, downtown, lookout)
Spiral Review	consonant review	initial and final blends; consonant digraphs	long vowels (one-syllable VCe)	long a vowel team syllables	long o vowel team syllables	long e vowel team syllables		long i vowel team syllables	long u vowel team syllables	r-controlled /är/ syllables	r-controlled /ür/ syllables (er, ir, ur)	r-controlled /ör/ syllables (or, oar, ore)	r-controlled /ir/ syllables (ear, eer, ere)	r-controlled /är/ syllables (air, are, ear, ere)	VCe syllables	/oi/ vowel team syllables (oi, oy)
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)	a, can, and, come, are, for, big, go, has, I	have, is, jump, my, one, put, the, want, what, you	he, like, little, no, of, saw, this, to, we, with	here, look, me, play, said, see, she, try, about, because	after, before, call, do, earth, father, give, her, know, large	good, many, near, off, people, right, that, two, under, very		again, below, carry, does, eight, find, house, laugh, mother, school	move, never, once, round, small, their, too, walk, where, year	all, away, better, by, change, done, even, found, learn, only	long, now, our, some, them, through, upon, was, when, work	always, any, blue, buy, city, draw, four, great, how, live	another, boy, could, every, far, from, hurt, over, out, these	answer, brown, country, start, then, there, wash, went, who, your	above, began, different, enough, few, grow, they, were, which, why	follow, girl, head, idea, kind, leave, might, next, often, paper

	UNIT 6			UNIT 7				UNIT 8			UNIT 9			UNIT 10		
	Tales That Teach Us			Pioneers in Flight				Wind and Water Shape the Land			Making, Buying, and Selling			Changing Matter		
Week	1	2	3	1	2	3		1	2	3	1	2	3	1	2	3
Primary Skill	/oo/ vowel team syllables (oo, ui, ew, ue, u, ou, oe, u_e)	/öo/ vowel team syllables (oo, u)	/ö/ vowel team syllables ((w)a, al, aw, au)	compound words; silent letters (wr, kn, gn)	inflectional endings with spelling changes (drop final -e, double final consonant)	related root words		irregular plural nouns	suffixes -er, -or	comparative and superlative suffixes -er, -est	suffixes -y, -ly	schwa	silent letters /n/ gn, kn; /r/ wr; /m/ mb	possessive nouns (singular and plural)	prefixes un-, re-, dis-	suffixes -ful, -less
Secondary Skill		homophones			contractions 'll, 've, 'm				homographs			irregular plural nouns			abbreviations	
Transition to Multisyllabic Words	vowel team syllable type (/oo/); compound words (e.g., seafood, rooftop, grapefruit)	vowel team syllable type (/öo/); contractions with "not" (e.g., wouldn't, football, cookbook)	vowel team syllable type (/ö/); (e.g., drawing, salty, laundry)	compound words (e.g., notebook, handshake, doorbell)	inflectional endings with spelling changes (e.g., unzipping, admitting, waving)	related root words (e.g., addition, additional, friendly, friendship)		irregular plurals (e.g., townspeople, housewives, children)	suffixes -er, -or (e.g., gardener, visitor, dressmaker)	comparative and superlative suffixes -er, -est (e.g., sillier, silliest, narrowest)	suffixes -y, -ly (e.g., unhappily, beautifully, sleepy)	initial schwa syllables (e.g., amusement, awareness, unafraid)	silent letters (e.g., designer, knowledge, rewritten)	possessive nouns (e.g., children's, people's, buildings')	prefixes un-, re-, dis- (e.g., replaceable, disagreement, uneasy)	suffixes -ful, -less (e.g., hopeless, successful, disgraceful)
Spiral Review	/ou/ vowel team syllables (ou, ow)	/öo/ vowel team syllables (oo, ui, ew, ue, u, ou, oe, u_e)	consonant -le syllables	closed syllables	/ö/ vowel team syllables	open syllables		r-controlled vowel syllables	possessives	irregular plural nouns	inflectional endings with spelling changes	comparative and superlative suffixes -er, -est	schwa	suffixes -y, -ly	silent letters /n/ gn, kn; /r/ wr; /m/ mb	prefixes un-, re-, dis-
High-Frequency Words (Dolch, Fry, American Heritage Top 150 Words in English)	point, river, second, song, think, three, until, watch, white, young	add, between, close, example, food, group, hear, home, left, mountain	music, night, old, picture, sentence, spell, thought, together, while, world	air, along, begin, children, important, letter, open, own, sound, talk	almost, animal, around, body, color, eye, form, high, light, story	across, become, complete, during, happened, hundred, problem, toward, study, wind		against, certain, door, early, field, heard, knew, listen, morning, several	area, ever, hours, measure, notice, order, piece, short, today, true	covered, cried, figure, horse, money, products, questions, since, usually, voice	able, behind, carefully, common, easy, fact, remember, sure, vowel, whole	ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait	among, building, circle, decided, finally, heavy, include, nothing, special, wheel	brought, contain, front, gave, inches, material, noun, ocean, strong, verb	built, correct, inside, island, language, oh, person, street, system, warm	dark, clear, explain, force, minutes, object, plane, power, produce, surface

Grade 3

Scope and Sequence

Phonics & Word Study Workshop lessons are structured around a strong scope and sequence that builds on previous learning and focuses on phonics patterns and syllable types.

	UNIT 1			UNIT 2				UNIT 3			UNIT 4			UNIT 5		
	Animal Characteristics			Characters Shape Their Stories				We the People			Different Perspectives, Different Points of View			Technological Advancements		
Week	1	2	3	1	2	3		1	2	3	1	2	3	1	2	3
Phonics/Word Study and Vocabulary	Short Vowels	Long a (a_e, ai, ay, a)	Long o (o_e, oa, ow, o) and Long u (u_e, ue, ew, u)	Long e (e_e, ea, ee, ey, y, ie, e)	Long i (i_e, igh, y, ie, i)	Compound Words		r-Controlled Vowels (/är/, /ôr/)	r-Controlled Vowels (-er, -ir, -ur)	Closed Syllables	Open Syllables	Consonant -le Syllables	Vowel Team Syllables	VCe Syllables	Vowel-r Syllables	Inflectional Endings -ed, -ing
Spelling Words	product, contact, address, upset, helpful, until, listen, bread	able, afraid, indicate, hooray, Tuesday, explained, became, raise	float, tomorrow, continue, broken, obey, few, contribute, united	really, either, cheese, monkey, only, piece, compete, medium	myself, final, write, science, tries, bright, provided, island	underline, everyone, sometimes, whatever, underwater, firefighter, something, cardboard		alarm, charge, starving, forgot, import, ornament, forward, carnivore	circus, summer, serve, occur, return, thirteen, dangerous, caterpillar	button, collect, lesson, problem, subject, suddenly, except, basket	because, decrease, future, locate, open, receive, unit, potatoes	handle, needle, triple, tackle, bicycle, terrible, fable, gentle	coach, exhausted, release, remaining, toilet, youth, oatmeal, highlight	desire, enclosed, surprise, recognize, telephone, whole, huge, extreme	force, pattern, perfect, squirm, sturdy, mother, over, perform	studying, feeling, pointed, recommended, scratching, waited, carried, using
High-Frequency Words* (Dolch, Fry, American Heritage Top 150 Words in English)	of, for, from, said, all, and, both, by, call, the	was, saw, too, never, wash, water, no, right, is, into	one, once, want, also, another, better, bring, because, if, new	there, their, they, about, always, any, blue, away, before, found	could, would, should, ask, around, number, came, same, out, our	again, are, wash, be, but, after, them, four, just, things		been, both, water, round, then, full, funny, through, today, together	buy, carry, were, know, cold, went, white, does, light, goes	these, those, word, only, open, don't, done, each, every, even	that, what, yellow, years, write, myself, much, find, small, such	which, this, other, part, own, here, down, her, has, have	then, when, put, work, word, soon, so, drink, how, old	there, where, people, upon, under, again, are, been, brown, black	who, through, many, ate, eight, different, do, to, long, look	why, with, laugh, draw, eat, first, hurt, little, going, three

	UNIT 6			UNIT 7				UNIT 8			UNIT 9			UNIT 10		
	Decisions, Decisions			Communities Past and Present				Earth's Surface			Time, Money, and Values			Actions, Reactions, and Interactions		
Week	1	2	3	1	2	3		1	2	3	1	2	3	1	2	3
Phonics/Word Study and Vocabulary	Irregular Plurals	Long /ōō/ and Short /oo/	Diphthong /ou/ (ou, ow)	Suffixes -er, -or	Homophones	Variant Vowel /ô/		Hard and Soft c	Hard and Soft g	Diphthongs /oi/ and /ou/	Suffixes -able, -ful, -less	Prefixes dis-, un-	Prefixes pre-, re-	Unaccented Final Syllables -en, -on, -ain, -in	Suffixes (-ing, -ment, -ness)	Introduce Related Words
Spelling Words	leaves, women, people, wolves, fungi, lives, geese, themselves	choose, loose, soup, fruit, foolish, good, lose, through	announce, around, about, however, flower, crowd, found, brown	emperor, character, visitor, inventor, soldier, actors, painters, players	board, bored, do, due, tail, tale, wood, would, wear, where, eight, ate	crawl, ought, pause, straws, pitfall, thawing, called, taught		accent, accident, cancel, concerned, certain, computer, innocent, scarf	change, damage, gadget, again, germs, great, manage, revenge	annoying, appointment, browse, mountain, outside, powerful, sprout, moisture	useful, reckless, wonderful, truthful, wireless, valuable, sizable, worthless	disagree, distract, unable, unveil, disappear, unhappy, unused, dislike	prediction, previous, remarked, reverse, preorder, recycled, reuse, prebake	chosen, heaven, ribbon, prison, fountain, curtain, muffin, dolphin	amusement, improvement, settlement, happiness, sadness, warning, building, weakness	sacred, sacrifice, solve, solution, invent, invention, explain, explanation
High-Frequency Words* (Dolch, Fry, American Heritage Top 150 Words in English)	of, for, from, think, gave, give, good, kind, my, now	was, saw, or, over, people, put, read, said, seven, sing	one, once, stop, thank, were, which, want, warm, was, big	there, their, they, buy, best, fly, ride, way, well, hot	could, would, should, of, keep, day, time, show, like, green	come, some, done, does, grow, live, give, other, many, yes		done, eight, made, make, start, place, pick, try, sleep, six	give, live, have, walk, with, wish, will, we, than, fast	these, those, was, must, pull, put, five, help, why, who	that, what, play, us, up, he, got, she, off, back	which, this, those, go, jump, its, not, saw, say, see	fall, his, more, please, take, use, used, yes, then, when	far, hold, most, pretty, tell, very, you, your, there, where	who, through, am, red, can, run, clean, too, may, him	why, with, as, get, cut, let, sit, had, man, me

* Use for students needing intervention with the top 250 words in English. Easily confused words such as reversals (was/saw, on/no), of/for/from, and words with **wh** and **th** are reviewed repeatedly to ensure mastery.

Grade 4

Scope and Sequence

Phonics & Word Study Workshop lessons are structured around a strong scope and sequence that builds on previous learning and focuses on more complex syllable types and morphology.

	UNIT 1			UNIT 2				UNIT 3			UNIT 4			UNIT 5		
	In the Wild			Characters in Focus				Your Government at Work			Through the Storyteller's Eyes			Robot Revolution		
Week	1	2	3	1	2	3		1	2	3	1	2	3	1	2	3
Phonics/Word Study and Vocabulary	Long a (a_e, ai, ay, ei, ea) and Short a	Long e (e_e, ea, ee, ey, y, ie, e) and Short e	Long o (o_e, oa, ow, oe, o) and Short o	Long i (i_e, igh, y, ie, i) and Short i	Long u (u_e, ue, ew, u) and Short u	Closed Syllables		Open Syllables	Vowel Team Syllables	Vowel-r Syllables	Compound Words	Vowel-Consonant-e Syllables	Consonant -le Syllables	Hard and Soft c, g	r-Controlled Vowels (ar, or, oar, ore)	r-Controlled Vowels (er, ir, ur)
Spelling Words	relate, Tuesday, maintain, animal, answer, great, neighbor, generate	chief, defeat, monkey, whenever, easy, breeze, jelly, between	follow, oath, oldest, goes, costume, stolen, online, telescope	diet, identify, cries, empire, terrified, brightness, sixty, didn't	usually, continued, refused, adult, uncover, upset, viewpoint, document	admit, hectic, segment, tunnel, pumpkin, princess, insect, pencil		become, judo, media, famous, recent, slogan, total, vapor	already, caution, pointed, treaty, creature, believe, Monday, classroom	bargain, corner, former, flirting, urgent, important, sturdy, forty	living room, overflowing, underground, post office, high school, first-rate, worn-out, haircut	accuse, enclose, incomplete, define, require, safely, alive, divide	purple, simple, single, gobble, startle, wiggled, struggled, remarkable	advance, cancel, certain, except, general, region, sponge, gasoline	assorted, charming, forecast, market, party, roaring, fortunate, before	concerned, dirty, disturb, entering, murder, nervous, modern, firmly
High-Frequency Words* (Dolch, Fry, American Heritage Top 150 Words in English)	of, for, from, said, all, and, both, by, call, the	was, saw, too, never, wash, water, no, right, is, into	one, once, want, also, another, better, bring, because, if, new	there, their, they, about, always, any, blue, away, before, found	could, would, should, ask, around, number, came, same, out, our	again, are, wash, be, but, after, them, four, just, things		been, both, water, round, then, full, funny, through, today, together	buy, carry, were, know, cold, went, white, does, light, goes	these, those, word, only, open, don't, done, each, every, even	that, what, yellow, years, write, myself, much, find, small, such	which, this, other, part, own, here, down, her, has, have	then, when, put, work, word, soon, so, drink, how, old	there, where, people, upon, under, again, are, been, brown, black	who, through, many, ate, eight, different, do, to, long, look	why, with, laugh, draw, eat, first, hurt, little, going, three

	UNIT 6			UNIT 7				UNIT 8			UNIT 9			UNIT 10		
	Heroes and Villains			Changing Lives, Changing Communities				Nature's Fury			Resources Impact Economies			Exploring Electricity		
Week	1	2	3	1	2	3		1	2	3	1	2	3	1	2	3
Phonics/Word Study and Vocabulary	Adverb Suffixes -ly, -ily, -ways, -wise	Variant Vowels /oo/ and /ou/ (oo, ew, ue, ould, ull)	Adjective Suffixes -ful, -ous, -ible, -able, -some	Diphthongs /ou/ and /oi/	Prefixes trans-, pro-, sub-, super-, inter-	Homophones		Negative Prefixes de-, un-, in-, im-, dis-	Greek and Latin Roots geo, archae, rupt	Variant Vowel /ð/ (au, al, aw)	Noun Suffixes -dom, -ity, -tion, -ment, -ness	Latin Roots miss, agri, duc/duct, man	r-Controlled Vowel /är/ (air, are, ear)	Adding Endings with Spelling Changes	Final /ə/ and /ən/	Latin and Greek Roots ven, migr, graph, mit/miss, aud
Spelling Words	lightly, officially, happily, readily, clockwise, sideways, easily, otherwise	pulley, smoothest, unscrew, soothe, couldn't, troops, overlooked, would	generous, mindful, reliable, spacious, beautiful, audible, dangerous, troublesome	about, avoid, choices, disappoint, grouchy, loudly, frowned, destroy	interval, proclaim, superintendent, transfer, transport, subway, superstar, interfere	bare, bear, plain, plane, seen, scene, sight, site, soar, sore, threw, through		discard, infected, unruly, destruction, impossible, unaware, disappeared, unhappy	archaeology, archaic, disrupted, eruption, geography, interrupt, erupt, geology	because, faucet, paused, walked, thawing, August, dawn, salted	business, community, equipment, kingdom, option, experiment, kindness, wisdom	introduce, agriculture, manufacture, manual, mission, production, produce, missile	aware, repaired, careful, declare, rarest, stairway, stared, tearing	applied, blurred, browsing, closing, duties, families, supplies, remaking	journal, dazzle, abdomen, identical, travel, kitchen, often, broken	paragraph, biography, permit, audience, migrate, venue, invented, immigrant
High-Frequency Words* (Dolch, Fry, American Heritage Top 150 Words in English)	of, for, from, think, gave, give, good, kind, my, now	was, saw, or, over, people, put, read, said, seven, sing	one, once, stop, thank, were, which, want, warm, was, big	there, their, they, buy, best, fly, ride, way, well, hot	could, would, should, of, keep, day, time, show, like, green	come, some, done, does, grow, live, give, other, many, yes		done, eight, made, make, start, place, pick, try, sleep, six	give, live, have, walk, with, wish, will, we, than, fast	these, those, was, must, pull, put, five, help, why, who	that, what, play, us, up, he, got, she, off, back	which, this, those, go, jump, its, not, saw, say, see	fall, his, more, please, take, use, used, yes, then, when	far, hold, most, pretty, tell, very, you, your, there, where	who, through, am, red, can, run, clean, too, may, him	why, with, as, get, cut, let, sit, had, man, me

* Use for students needing intervention with the top 250 words in English. Easily confused words such as reversals (was/saw, on/no), of/for/from, and words with **wh** and **th** are reviewed repeatedly to ensure mastery.

Grade 5

Scope and Sequence

Phonics & Word Study Workshop lessons are structured around a strong scope and sequence that builds on previous learning and adds Latin and Greek roots.

	UNIT 1			UNIT 2				UNIT 3			UNIT 4			UNIT 5		
	Partners in Survival			Characters Develop Relationships				Our Changing Constitution			Distinct Voices, Diverse Perspectives			Innovation in a Changing World		
Week	1	2	3	1	2	3		1	2	3	1	2	3	1	2	3
Phonics/Word Study and Vocabulary	Short Vowels a, e, i, o, u	Long Vowels	r-Controlled Vowels er, ir, ur (er, ear, ir, ur, ure)	r-Controlled Vowels /är/, /är/, /ör/ (air, are; ar; or, our, ore)	Closed Syllables	Open Syllables		Vowel-r Syllables	Vowel Team Syllables	Consonant -le Syllables	Vowel-Consonant-e Syllables	Homographs	Variant Vowels /oo/ and /ōō/ (oo, ew, ue, ould, ull)	Noun Suffixes (-ology, -ant, -er, -or, -ery)	Latin Roots (spec, liter, vent, struct)	Homophones
Spelling Words	contest, president, planet, problem, expect, difficult, public, already	explain, weigh, reason, freedom, bright, replied, explode, human	person, desert, member, earned, first, thirsty, surprise, future	upstairs, square, carefully, harvest, forward, important, fourteen, chores	suggest, perhaps, express, respond, desert, interrupt, happiest, president	beginning, finally, minor, quietly, because, solution, photo, equation		depart, garden, forty, favorite, different, dessert, circle, current	teaspoon, unknown, increase, enjoyment, disappoint, straight, beautiful, although	terrible, circle, jungle, possible, puzzle, single, example, invisible	separate, excuse, hopeless, telephone, refuse, complete, arrive, widespread	object, project, record, wound, abuse, present, produce, subject	loose, should, newspaper, couldn't, regretfully, afternoon, pulled, goodness	technology, observant, survivor, machinery, bravery, narrator, believer, contestant	instructions, spectacular, literature, adventure, structure, invention, construction, inspected	capital, mourning, weight, whether, hoarse, hire, scent, piece
High-Frequency Words* (Dolch, Fry, American Heritage Top 150 Words in English)	of, for, from, said, all, and, both, by, call, the	was, saw, too, never, wash, water, no, right, is, into	one, once, want, also, another, better, bring, because, if, new	there, their, they, about, always, any, blue, away, before, found	could, would, should, ask, around, number, came, same, out, our	again, are, wash, be, but, after, them, four, just, things		been, both, water, round, then, full, funny, through, today, together	buy, carry, were, know, cold, went, white, does, light, goes	these, those, word, only, open, don't, done, each, every, even	that, what, yellow, years, write, myself, much, find, small, such	which, this, other, part, own, here, down, her, has, have	then, when, put, work, word, soon, so, drink, how, old	there, where, people, upon, under, again, are, been, brown, black	who, through, many, ate, eight, different, do, to, long, look	why, with, laugh, draw, eat, first, hurt, little, going, three
	UNIT 6			UNIT 7				UNIT 8			UNIT 9			UNIT 10		
	Struggles for Survival			The American Revolution				Water			Economies in Transition			Exploring Matter		
Week	1	2	3	1	2	3		1	2	3	1	2	3	1	2	3
Phonics/Word Study and Vocabulary	Variant Vowel /ō/ (al, alk, all, au, aw)	Noun Suffixes (-tion, -ty, -sion, -ness, -ment)	Compound Words (Hyphenated, Open)	Final /əl/ and /ər/	Prefixes (re-, pre-, dis-, mis-)	Silent Letters kn, wr, gh, gn, wh		Diphthongs /ou/ and /oi/	Latin Roots (aud, vis, form, cede/ceed)	Adjective Suffixes (-y, -ent, -ive, -ic, -ful)	Irregular Past-Tense Verbs	Inflectional Endings with Spelling Changes (-ed, -ing)	Prefixes (pro-, em-, en-, per-, im-)	Plurals: Spelling Changes/Irregulars	Science Roots: Greek and Latin (se, mech, cycle, phys, chem)	Prefixes (re-, bio-, im-, ex-, micro-)
Spelling Words	all right, awkward, fault, scrawny, launched, always, stalk, awesome	occasion, vegetation, identity, wilderness, government, illness, exhaustion, treatment	shorthanded, in-depth, self-discipline, nail-biter, ready-made, polar region, each other, well-being	medical, another, honor, hospital, signal, model, fossil, mirror	reunited, precaution, misguided, rebuild, disagree, misspell, preorder, prehistoric	assignment, whole, eighteen, written, know, ghost, knowledge, design		mountain, powerful, moisture, joyously, loyal, noisy, amount, coward	audience, audible, visualize, vision, transformed, uniform, recede, proceed	independent, impressive, confident, historic, peaceful, healthy, excellent, optimistic	thought, brought, threw, blew, rang, stood, grew, knew	required, creating, assembled, referred, taking, troubled, stopping, planned	promote, program, enable, percent, permitted, embarrass, import, encourage	people, teeth, children, bodies, heroes, tomatoes, stories, women	mechanic, recycle, physician, chemical, secure, secrete, physical, bicycle	biologist, reaction, immigrant, excavate, microscope, microwave, biography, exterior
High-Frequency Words* (Dolch, Fry, American Heritage Top 150 Words in English)	of, for, from, think, gave, give, good, kind, my, now	was, saw, or, over, people, put, read, said, seven, sing	one, once, stop, thank, were, which, want, warm, was, big	there, their, they, buy, best, fly, ride, way, well, hot	could, would, should, of, keep, day, time, show, like, green	come, some, done, does, grow, live, give, other, many, yes		done, eight, made, make, start, place, pick, try, sleep, six	give, live, have, walk, with, wish, will, we, than, fast	these, those, was, must, pull, put, five, help, why, who	that, what, play, us, up, he, got, she, off, back	which, this, those, go, jump, its, not, saw, say, see	fall, his, more, please, take, use, used, yes, then, when	far, hold, most, pretty, tell, very, you, your, there, where	who, through, am, red, can, run, clean, too, may, him	why, with, as, get, cut, let, sit, had, man, me

* Use for students needing intervention with the top 250 words in English. Easily confused words such as reversals (**was/saw, on/no, of/for/from**), and words with **wh** and **th** are reviewed repeatedly to ensure mastery.



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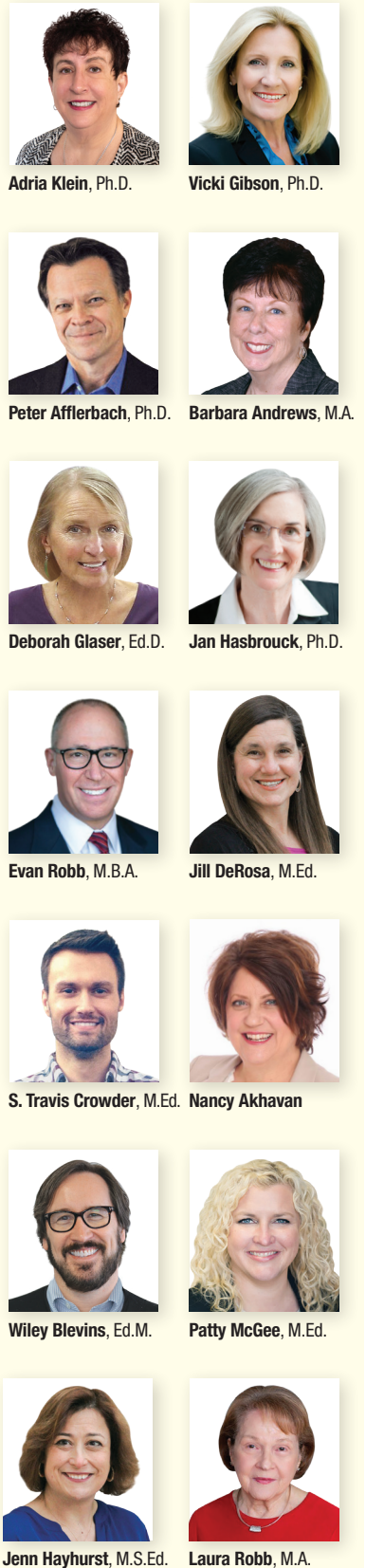
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