READING Between the Lions®

READING ROOTS
5TH Edition

Guide

A comprehensive resource for teachers

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Reading Between the Lions: Reading Roots 5th Edition Guide

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The Basics

Introduction

Reading Between the Lions: Reading Roots 5th Edition is a comprehensive reading program for beginning readers. It provides a strong base for students' literacy and fosters a love for reading through systematic phonics instruction, rich literary experiences, oral-language and vocabulary development, engaging media content, and opportunities to read decodable stories.

The philosophy behind Reading Between the Lions emphasizes the need for reading instruction to work for all students. Different children learn to read in different ways, so our approach emphasizes teaching reading many different ways at the same time. For example, each beginning reading lesson has students reading silently and aloud, singing, tracing letters with their fingers, writing, making visual and auditory discriminations, discussing stories, viewing media, making predictions, using context clues, and engaging in many other activities. Teaching the same concepts and skills in a variety of ways both provides reinforcement and allows the curriculum to utilize the learning strengths of every child. In addition, Reading Between the Lions provides structure for daily in-class tutoring in a computer-based game environment, tailored to each student's reading level. This daily tutoring practice, with on-time feedback and opportunities to advance, motivates students to push forward and contribute to their team's success.

Reading Between the Lions is also embedded within a research-proven cooperative learning structure that motivates students to move ahead, leads to greater student engagement with the material, and provides time for students to talk to each other about what they are learning. Together these daily routines and processes lead to greater social cohesion and increased academic achievement for students at all levels, which is vitally important at this beginning level.

Reading Standards

The goal of Reading Between the Lions is to give every student a successful start in reading. College- and career-readiness standards emphasize the importance of multiple, interlocking parts of foundational reading skills including print concepts, phonological awareness, phonics, fluency, vocabulary acquisition and use, and comprehension. Reading Between the Lions addresses all of these core elements of reading instruction through the different components used every day.

Expected Student Outcomes

Through the daily practice with the college- and career-readiness standards in Reading Between the Lions, you can expect to see dramatic growth and development in the following areas of reading instruction. For each area, the specific skills that students are expected to achieve are outlined below.

Oral-Language and Vocabulary Development

The students will:
- speak in elaborate sentences using complex vocabulary.
- connect ideas and experiences with partner discussion.

Phonemic Awareness

The students will:
- hear and manipulate sounds in words with:
  - auditory sound blending.
  - auditory sound segmentation.

Word Skills

The students will:
- use letter-sound correspondences.
- blend sounds and syllables to read words.
- write sounds.
- write words.
- recognize sight words.

Fluency

The students will:
- read smoothly and accurately with expression.
- use appropriate emphasis and inflection.
- read with one-to-one correspondence, without losing place or skipping words.
- read at an appropriate rate.

Comprehension

The students will:
- identify story elements in a narrative.
- identify the main idea and supporting details in expository texts.
- preview reading.
- make predictions.
- monitor for meaning.
- retell what is read.
- use context clues.
- recognize and self-correct errors.

The Cycle of Effective Instruction

The Cycle of Effective Instruction is the teaching model that drives Reading Between the Lions teacher instruction and student learning by combining the best direct instructional practices with cooperative learning.

Active Instruction
- Teach
- Model
- Guide Practice

The Cycle of Effective Instruction

Celebration
- Recognize
- Celebrate

Teamwork
- Prompt
- Reinforce

Assessment
- Monitor
- Assess
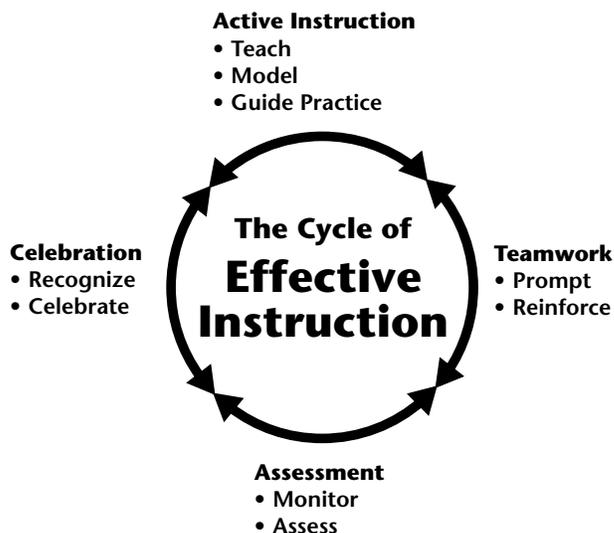
The different pieces of Reading Between the Lions use the Cycle of Effective Instruction either daily or within the course of a lesson (across two, four, or five days).

Active Instruction

During active instruction, the teacher models the lesson's reading, introduces and demonstrates strategy and skill use, presents new sounds and words, and then guides students' practice. The teacher uses Think Alouds and cooperative learning structures to facilitate the practice and discussion. The teacher also provides substantive feedback to guide student work. Active Instruction has different components for different pieces of Reading Between the Lions:

Active instruction in Shared Story:
- Preview the Story
- Word Presentation
- Partner Word and Sentence Reading
- Strategy Introduction
- Guided Partner Reading
- Discussion Questions

Active instruction in FastTrack Phonics:
- Hear the New Sound
- Introduce the New Letter
- Stretch and Read
- Say It Fast
- Break It Down
- Class Review—Sounds and Words

Partner Practice

During these practice sessions of the lessons, students work with partners to do the activities modeled and supported during guided practice. Partnerships watch explicit modeling of how to support each other demonstrating learned strategies and skills and how to take turns. The goal of partnerships is to help each student understand and then demonstrate the lesson objectives. In doing so, students help prepare one another for individual assessment. Partner Practice is used during:

Partner Practice in Shared Story:
- Partner Word and Sentence Reading
- Partner Reading
- Partner Story Questions
- Fluency Practice with the Shared Story

Partner Practice in FastTrack Phonics:
- Partner Practice with Partner Phonics Booklets
- Write It Out

Partner Practice in Practice with Cleo and Theo:
- Power Reader
- Letter Launch
- Word Blender
- Super Speller
- Word Quest
- Story Quest

Partner Practice in PowerUp Partner Reading:
- Partner Reading

Assessment

Students are individually assessed each cycle on reading words accurately, reading smoothly and expressively, retelling story details with accuracy, fluency, comprehension and vocabulary, and expressing ideas and using sound spelling in writing. Their performance on these measures is monitored and tracked to determine their mastery and progress over a period of time.

Assessment in Shared Story:
- Partner Reading (recording rubric scores on the Shared Story Lesson Record Form)
- Fluency Practice with the Story
- Reading Olympics
- Story Test (Level 4)

Assessment in FastTrack Phonics:
- Partner Phonics Booklets
- Write It Out

Assessment in Practice with Cleo and Theo:
- Power Reader
- Letter Launch
- Word Blender
- Super Speller
- Word Quest
- Story Quest

Celebration

Partnerships are recognized throughout the lesson for their good partner work and achievement with the awarding of pride points. Just like lions belonging to a pride, groups of students are working together for the good of every member. Each group of students working on the same Shared Story may be a team. As such, teams may be anywhere from 10 to 30 students. Or, teachers may decide to place partnerships in small teams of four. At the end of each Shared Story lesson, pride points earned by any student or partnership on the team are summed and added to the Team Celebration Points poster for that team. At the end of reading period every Friday, team progress is compared on the Team Celebration Points poster and Super Team, Great Team, and Good Team certificates are awarded. Partnerships and teams can see the importance of working together by seeing their progress on the Team Celebration Point poster at any time.

In addition, achievement is celebrated at the following points of the lesson:

Celebration in Shared Story:
- Partner Practice Celebration
- All Together Now
- Reading Olympics Celebration

Celebration in FastTrack Phonics:
- Partner Practice Celebration
- Wrap-up Video

Celebration in Practice with Cleo and Theo
- Congratulations screens
- Bonus Meter

Celebration in PowerUp Partner Reading
- Pride points for expected reading and learning behaviors determined by the teacher

Cooperative Learning

Introduction

The basis of student progress in Reading Between the Lions is cooperative learning. Cooperative learning refers to a set of instructional methods in which students work in small, mixed-ability learning partnerships to achieve a common goal. The students in each partnership are responsible not only for their own learning, but also for helping their partners learn.

Working with other students ensures that everyone in the class, not just those students who are called on, gets to participate in the lessons by answering questions and discussing ideas and concepts. When cooperative learning is working well, the classroom is buzzing during partner and team activities as the students work together to become better readers and super teams. The students are focused and engaged in helping one another to figure out words and the meaning of text, read fluently, and write effectively.

Dr. Robert Slavin and his colleagues at Johns Hopkins University have dedicated the past thirty years to the research and development of cooperative learning methods. To ensure that each team member values the learning goal, teamwork, and the team's success in achieving the learning goal, their research concluded that the following three central concepts must be present:

- individual accountability;
- equal opportunities for success;
- team recognition.

These interrelated concepts increase motivation and student engagement by providing opportunities for cognitive elaboration, increasing opportunities to develop appropriate experiences, and increasing social cohesion. Cooperative learning offers opportunities for students to discuss, share ideas, organize their thoughts, and work with other students. It lets them try out new ideas in a small group before speaking to the whole class or finishing a written product. Research confirms that such opportunities for cognitive rehearsal, clarifying, and reteaching have a positive effect on academic achievement. Implemented consistently in your classroom, cooperative learning establishes routines that make it comfortable for students to explain their thinking to others and lay a strong foundation for strategy learning.

Further, research has shown that using cooperative learning in the classroom has positive effects on academic achievement, interethnic relationships, the development of English proficiency, acceptance of mainstreamed academically handicapped students, self-esteem, liking of self and others, and attitudes toward school and teachers.

Positive interdependence is an essential feature of cooperative learning in the Reading Between the Lions curriculum. In this section, you will learn how to set up your classroom to facilitate cooperative learning, build effective teams, facilitate and reward teamwork, and what effective cooperative learning looks like in the Reading Between the Lions classroom.

The Central Concepts of Cooperative Learning in Reading Between the Lions

The central concepts of cooperative learning are prominent in Reading Between the Lions. They are team recognition, individual accountability, and equal opportunities for success.

Team Recognition

- Partnerships receive pride points for accurate reading, fluent reading, and correct comprehension responses from Random Reporters throughout Shared Story and FastTrack Phonics lessons. In Reading Between the Lions, all pride points earned by partnerships contribute to their Team Celebration score.
- Pride points are tallied publicly on a classroom poster so teams can view their success.
- Teams receive points for accurate reading, smoothness and expression, accurate retelling, and appropriate partner work, which are based on rubrics outlined on the Shared Story Lesson Record Form.
- Teams receive Super, Great, or Good Team certificates based on their achievement during each cycle. They also receive stickers to add to the classroom Team Celebration Points poster so they can watch their success grow over time.

Individual Accountability

- Students earn individual scores for their demonstration of oral reading, writing, fluency, oral language production, and comprehension. Teachers add individual scores to the Shared Story Lesson Record Form.
- Teachers monitor individual student fluency rate, or words correct per minute.
- Read & Respond homework assignments provide information on whether or not students are reading at home.
- Student progress within Practice with Cleo and Theo is automatically captured on the Practice with Cleo and Theo Record Form and can be verified by the teacher using the Cleo and Theo Data Collection Form.
- Quarterly assessment or data review for regrouping purposes is captured in the Story Achievement Reports and summarized on the Classroom Assessment Summary.

Equal Opportunities for Success

- Learning activities are designed to require 100% participation during all steps of the Cycle of Effective Instruction. Cooperative learning techniques such as Whole Group Response, Think-Pair-Share, and Random Reporter ensure that all students are afforded the same amount of rehearsal and interaction with learning skills as every other student.
- Partnerships and individuals strive toward common standards for equal opportunities to succeed.
- Students can earn pride points and support their team for sharing strategies they used to read difficult words.
- Students can earn pride points and support their team for reading letter sounds and words in the FastTrack Phonics lessons.

- Reporters are chosen randomly to represent for their partnership.
- Teachers use data tools to monitor which individuals have scores for various components, and to determine which students from whom to collect data.
- Rubrics give students a scaffold to build upon, and specific feedback on how to improve.

Classroom Set Up to Facilitate Cooperative Learning in Reading Between the Lions

To prepare for the daily lessons, you will need to establish a separate instruction area for FastTrack Phonics and the beginning activity of Reading a Familiar Story. Students sit in a group around you while you read stories, present different learning materials, or model activities. All classrooms vary in size, but it is important to ensure that each student can see the books, interactive software, and materials being used during the lesson.

Wall space for an Alphabet Wall Frieze, and subsequent letter group cards, should be placed where they afford easy access to students' sight-line as a reference. Green and Red Word cards may be displayed in a pocket chart near where the teacher presents Shared Story.

In all learning sections of the day, students work with partners to practice story words, read stories, and discuss comprehension questions. You should arrange your classroom so that it can easily accommodate partner work. Desks that are arranged in groups of two or four facilitate partner cooperation and work. Any other arrangement should be easily adjustable for pair work with minimal disruption.

Finally, the classroom should include computers or other devices for Practice with Cleo and Theo. Consider ease of set up and whether devices stay in the classroom or are brought in on a cart. For example, if a group will be using the devices that day, have them set up and logged on prior to the beginning of the reading period. Partnerships will share a device, so have chairs set up accordingly.

Getting Started with Partnerships/Teams

In Reading Between the Lions, the reading level of each student is determined during the first week or two of class. In schools implementing the full complement of SFA programs, this task is completed by the Facilitator through the Reading Roots Formal Assessment. For schools implementing only Reading Between the Lions: Reading Roots 5th Edition, this task is completed by the teacher using the Reading Between the Lions Initial Assessment. For both types of implementation, on the very first day of class a First Day lesson is taught, which introduces basic concepts of cooperative learning and key components of reading class for the year. On the next day, FastTrack Phonics instruction begins, and in the second week of school simple hands-on instruction for Practice with Cleo and Theo begins. As that continues through FastTrack Phonics lesson 9, assessment continues (either by the SFA Facilitator or by the teacher). The results of these assessments indicate each child's reading level (that is, which Shared Story lesson is most appropriate for them).

A note about management in schools implementing only Reading Between the Lions: Reading Roots 5th Edition: As the Reading Between the Lions Initial Assessment must be administered one-on-one, it may be helpful to have an extra helper in the room during the first week of school. After a 20-minute teacher-led FastTrack Phonics lesson, the remaining time in the reading period can be spent in introduction to Practice with Cleo and Theo, viewing some Between the Lions video segments, or getting-to-know you activities while the teacher administers the assessment to different individual students.

Based on the assessment results, assign students to reading level groups. Each group will be up to 30 students all working on the same Shared Story lesson. Assign groups based on a range of Shared Story levels from the assessment; for example, you might assign students at story levels 9, 12, 14, and 15 all to begin at Shared Story 10. The number of groups you set up must be based on your classroom situation. If your school regroups across classrooms, you will work with all of the reading teachers to determine levels for all the students, and the number of groups will be equal to the number of teachers available to teach reading (including resource teachers). If your school does not regroup across classrooms, the number of groups in your reading classroom will be limited by the time and staff you have available for the reading period.

For schools implementing only Reading Between the Lions, the number of groups is the number of teams. If you have a group beginning at Shared Story 4 and another at Shared Story 16, you have two teams. Within these larger teams you will assign partnerships (and one triad if there are an odd number of students). The key constraint is that all students will require at least one circuit of 20-minute teacher-led instruction each day. Within the reading block, a single teacher should be able to handle up to three different teams. If a co-teacher or paraprofessional is present every day, the number of teams could potentially increase by one. Once teams are determined, assign teams within the Teacher Portal and set their Shared Story lesson. Teams will stay together for a quarter.

If your school implements all components of Success for All and regroups across classrooms, you will have only one reading level in your class. In this situation, you will assign partnerships and one triad if there is an odd number of students. If students are ready, you may assign partnerships to teams of four students. Once teams are determined, assign partnerships and teams within the Teacher Portal and set their Shared Story lesson. Teams will stay together for a quarter.

For both types of implementation, these partnerships will be working together during Shared Story, FastTrack Phonics, Practice with Cleo and Theo, and PowerUp Partner Reading. If you know of learning behavior or interpersonal issues, tweak the assignments if needed based on attendance challenges, behavior, and/or personality. Additionally, consider carefully who is assigned to the triad, if needed. Much of the partner work in the Shared Story lessons is practiced in roles of Peanut Butter and Jelly taking turns. A triad will have to balance Peanut Butter, Jelly, and Bread, to make sure each student gets a chance to read. The teacher will announce the partnerships during the Shared Story Start-Up lesson at the beginning of the school year. In addition, to prepare for Random Reporter, print each child's name on a craft stick, and have them organized by team in cups or an apron. That is, be prepared to pull a child's name randomly during their teams' lesson with you.

- Partnerships are teacher selected.
- Assign partnerships before your first Reading Between the Lions Shared Story class.

- If you find it necessary to make changes within the partnerships, the changes should occur within the first week of forming teams.
- Long-term investment helps students work out differences and learn to trust and help one another within a safe, collaborative environment.
- Assign new partnerships within the teams after four to eight weeks to provide students with the opportunity to know and work with other children.

Teams need to build team identity and unity.
- Whenever you form new teams, use a team-building activity to build team unity.
- Make sure new teams choose new team names, and then add them to the Teacher Portal and Team Celebration Poster.
- Refer to teams by their name as you direct them through the learning components and award pride points.

Teaching Good Partner Work

It is essential that students are aware of and understand your expectations for positive partner work. At this age level, two simple goals identify behaviors that are important for building positive and productive partner interactions.

- **Be Good Turn-Takers**
  Students learn that partners take turns in reading class, and that there are expectations for both the partner whose turn it is and for the partner who is waiting for their turn. Students learn to do the steps asked for, and to relinquish the activity when their turn is over. Students learn how to pay attention and listen carefully to their partners while they wait their turn because students have to keep track of their partner's progress. Students also have to be ready for their turn to begin.

- **Help and Encourage Each Other**
  Students learn that part of being a good partner is encouraging and helping their partner to do their best work. They learn this does not mean giving away answers, but it does involve encouragement and reminding partners of tools or strategies they can use to find out the answer on their own. In Reading Between the Lions, all partnerships within the same level are also part of a single team. Pride points earned by anyone in the group go to support the whole team, so students begin to see that every student on the team must succeed for the team to succeed, and helping each other is the most productive way to achieve this.

  The First Day Lesson and the Shared Story Start-Up Lesson both focus on these partner work behaviors, but they should be revisited and supported all year. Reinforce these behaviors through public recognition, specific feedback, and celebration with pride points. Look for evidence of these behaviors by listening to partner conversations and students' thinking. When you see students demonstrating the desired behaviors, be sure to praise them. Be as specific as possible, such as, "Great job helping and encouraging each other! I like how you gave a hint instead of just giving away the answer. That's exactly the kind of helping that our classmates need."

Award pride points at any part of the lesson for effective partner work. This will help students see the value of working together. Frequent and consistent teaching, modeling, prompting, and reinforcement of these goals and will help students learn to work cooperatively.

Five Team Cooperation Goals are also prompted through the use of a student cue card.

Practice Active Listening

Explain Your Ideas/Tell Why

Everyone Participates

Help and Encourage Others

Complete Tasks

Students and schools implementing Success for All's Getting Along Together program will be introduced to these goals and will explore them more throughout the year in homeroom. During the reading lesson, these goals can be reinforced during Team Celebration in the Shared Story Introduction Lesson and with pride points to help students build the cooperative skills they need.

Signals and Structures

Effective partner work means your students will interact, move, create, and discuss. To assist in the management of the amazing synergy created through cooperative learning, simple management signals and structures can be used. These signals and structures provide you and your students with a set of directives to ease transitions in your classroom. With routine use, students should grow accustomed to these signals and structures and respond quickly with minimal support.

Participation Strategies

It is important to encourage all students to talk during instruction. Below are some participation strategies that are used throughout the lessons.

- **Think-Pair-Share (T-P-S)**
  When responding to teacher questions, the students think of an answer individually, and then they pair up and to talk about ideas with their partners. Then, together, they raise their hands and report and share with the whole class.

- **Whole Group Response (WGR)**
  At your signal, all students respond together with either a one-word or a short-phrase answer.

- **Dramatization**
  Students act out situations or story vocabulary with Total Physical Response (TPR) and pantomime.

- **Retelling Stories**
  Students dramatize or relate parts of stories through words, actions, or written activities.

Random Reporter

The names of each student on a team are written on a craft stick. When a question is asked, partnerships must ensure that both partners (or all three in the triad) understand the answer, have an opportunity to rehearse it, and are prepared to respond for their partnership. After discussion time, the teacher randomly pulls a craft stick and the student named must respond. Once the name is called, partners may not be consulted.

SFA Management Signals

Using simple and consistent signals ensures effective management of a cooperative learning classroom.

- **Zero Noise Signal**
  The purpose of the Zero Noise Signal is to get students focused on the teacher and ready to listen quickly. Raise your hand and cease talking. Students respond to the signal by: (1) quickly finishing their sentence, if they are explaining something to a partner, and then STOPPING the discussion, (2) focusing their eyes on the person who has given the signal, and (3) returning the signal by raising their hands in return. The return of the signal by raising a hand is very important. You should set an expectation that students respond quickly to the signal and that you will not begin talking until you have seen the signal returned by every student. The Zero Noise Signal should not be used simply to remind students to quiet down. Use it only when you need students' quiet, focused attention to hear what you have to say.

- **Active Listening Signal**
  Sometimes, once you have used the Zero Noise Signal and are talking to the students, you may need to remind them that you expect Active Listening. Raise your hand as you would for the Zero Noise Signal, but form a V with your fingers (like the V for victory).

  Teach your students that this is a silent reminder for them to use the active listening skills that you have taught them. Students do not need to return the signal (as in Zero Noise) but should respond by actively listening to the speaker.

- **Think Time Signal**

  Often, when we ask our students a question, we do not give them adequate time to think before we begin calling on students to answer. We call on the first students who raise their hands, thus rewarding students for the fastest answer rather than the most thoughtful answer. Use the Think Time Signal to remind your students that it is important to THINK about the answer before they share it. Point your index finger at your temple. Silently count to five before calling on students to answer. Young students may also enjoy pointing to their own temples as a reminder that they are supposed to be thinking about their answers. During think time, there is no talking and there is no writing; we are THINKING!

- **Think-Pair-Share**
  The Think Time Signal can also be used as a part of Think-Pair-Share, an essential cooperative learning strategy used in Success for All classrooms. After giving students time to THINK about their answers, ask them to turn to their partners and talk about their answers or their ideas. This is the PAIR part of the strategy. Rather than having only one student in the classroom actively involved when called upon

by the teacher to answer, ALL students are actively involved in thinking and then in responding to the question by talking with their partners. Signal time to PAIR by holding up your hand with your first two fingers crossed. Following PAIR, you might call on several students to then SHARE their thoughts with the entire class. Sometimes you may want to ask a student what his or her partner answered, to reinforce the importance of actively listening to one's partner.

- **Partner Pyramid**

    When a student partnership discusses a question and agrees on an answer, they hold hands and put them up in the air in the shape of a pyramid. The Partner Pyramid lets the teacher know when a partnership is finished with their discussion.

- **1-2-3 Move Signal**
    Sometimes it is necessary for students to move from one location in the classroom to another during the course of a lesson. (Example: The students may be sitting in a circle around the teacher during a FastTrack Phonics lesson and need to return to their seats to work on Practice with Cleo and Theo.) Using a simple 1-2-3 count can quickly and efficiently organize your students to move from one place to another with a minimum amount of time and disruption.

    Say "one": Students gather materials.

    Say "two": Students stand and push chairs in.

    Say "three": Students move to new location and sit down.

- **Thumbs Up Signal**
    This signal is useful in two ways. It can be used as an "up the volume" signal if students are reading out loud too softly, or it can be used if you cannot hear a student's answer. It is also a "ready" signal when students are pairing with partners to discuss the answer to a question. Everyone involved can give the "thumbs up" signal to let the teacher know that they are ready.

Strategies for English Language Learners

Students who are learning English as another language face a number of challenges. While trying to acquire the skills they need to decode written English, they are also trying to learn new vocabulary, improve their comprehension, and speak with fluency.

The lessons in Reading Between the Lions contain a number of built-in support strategies to accommodate English language learners, like video media for Word Play, Animated Alphabet, and Sound It Out. The support strategies are also helpful to other students who need additional language support.

- **ELL Icons**
    These icons and margin note reminders are found in the left-hand margin of the *Shared Story Teacher's Manual* and the *STaR Lesson Teacher's Manual*. Each represents a research-based teaching strategy that you can use to help your students understand words or concepts throughout the lesson.

    Pantomime
    Demonstrate a word or idea by acting it out for the students. This is often the quickest and most effective way to teach vocabulary.

TPR (Total Physical Response)

Direct the students to demonstrate a word or an idea by acting it out and saying the word(s) associated with the action. Research shows that when students combine movement with a word, it increases their ability to retain vocabulary.

Point

Many times, the best explanation of a word or a concept is through the book's illustrations. By carefully selecting the words and concepts that are important to understanding the story's theme and then pointing to those illustrated objects in the book and repeating the vocabulary words, you help the students learn and retain new words while they enjoy the story.

Shared Story lessons also contain additional language development material introducing vocabulary used in the stories through engaging video and pictures. These appear in the Introduction Lesson for each Shared Story lesson.

Integrating Team Recognition, Individual Accountability, and Equal Opportunities for Success Through Feedback and Celebration

Feedback, and recognition more generally, is a crucial piece of Reading Between the Lions. Learning to read is a complex process with many interconnected parts. Reading Between the Lions breaks these processes down and provides motivation and feedback at each point, encouraging students to keep at this difficult task and reminding them of tools they can use to resolve difficulties and progress. Reading Between the Lions teachers, student partners, and full classes cheer on successes daily, and the structures are such that all classmates have opportunities to be celebrated and contribute to group success.

There are multiple opportunities for feedback throughout the circuit of reading activities during the reading period. Within Shared Story lessons, for example, the teacher monitors partner work to read story words and sentences, partners are reminded to coach each other to use the taught strategies to read difficult words, and students practice and then perform a fluency test every lesson (about every 3-4 days). Within the computerized tutoring program Practice with Cleo and Theo, students receive immediate feedback on their responses, and then are required to practice until mastery to move ahead. In the PowerUp Partner Reading segment, partners work together to master a story, encouraging each other to use the strategies along the way.

Celebration provides motivation for positive partner work, for determination and perseverance in developing reading skill, and for achievement of academic reading goals. In the Reading Between the Lions classroom, all students understand that their achievements, dedication, and support for their partners translates into success for their team. As students demonstrate that they have worked well together to practice reading words, sentences, or text, or to demonstrate understanding of a story, the teacher is prompted in the lesson plan to award pride points to that team. Students will also be able to earn pride points by exhibiting positive partner work behaviors. The teacher can award pride points for behaviors related to any partner work goal or select a specific goal to focus on during a given lesson.

At the end of each instructional day, pride points are recorded on the Team Celebration Points poster posted in the classroom. The students may also keep track of points earned at their desks by placing plastic chips in a cup, moving a clothespin or paperclip along a number line, recording tally points, etc. During the course of a lesson, the teacher will add any points gathered at the students' desks to the Team Celebration Points poster and announce the number of points earned so far by each team at the end of each day. The public display of points shows all students in the class how effective teamwork increases their chances of becoming a super team. During Wrap Up on Fridays, the point totals for each team are converted to a score that determines whether each team is a Super, Great, or Good Team.

To determine the score, place the overlay over the poster so the highest score in the class aligns with the top of the blue band. Any teams with scores that fall into the range of the blue band are super teams. Those with scores in the yellow band are great teams, and those with scores in the red band are good teams. Place a Super, Great, or Good Team sticker on the poster, and lead the class in a celebration cheer for each team. Super, Great, or Good Team certificates may be printed from the Teacher Portal after entering each team's celebration score. Blackline masters are also provided in the Appendix of this guide as are sample cheers for celebration. They may be prepared and posted for each team on a bulletin board. Teachers may also choose to prepare a certificate for each student to take home and award them on the first day of the next lesson.

For additional information about using the Team Celebration Points poster, visit the Reading Between the Lions: Reading Roots 5th Edition section in Online Resources.

Components of the Instructional Day

The Reading Between the Lions program combines phonics instruction, a shared story, and independent reading in an engaging and fast-paced environment, motivating students to take on the challenging task of learning to read and encouraging their partners to join them. Reading Between the Lions is designed to ensure that students are off to a successful start in reading. It is based on research that points to the need to have students learn to read in meaningful contexts and, at the same time, to have a systematic presentation of word attack skills (see Adams, 1990; National Reading Panel, 2000). The combination of the three pillars of phonics instruction, a shared story, and independent reading within Reading Between the Lions addresses the core elements of reading instruction:

- Phonemic Awareness and Phonics
- Reading for Meaning
- Fluency
- Vocabulary and Oral Language
- Writing

During the instructional day, students work in their team while circulating through different aspects of the Reading Between the Lions program. The expectation is that the instructional day for reading is a minimum 70-minute period. For schools that utilize Story Telling and Retelling (STaR), the reading block is 90-minutes.

At the beginning of the reading period, students sit with their partners and work together on reading a familiar story aloud. This five-minute practice sets the stage for success by having partner pairs reread text they have already practiced. In addition, soon after the start of the year, partner pairs know to encourage each other and offer reminders of useful strategies for attacking difficult words. As such, partnerships start reading class with a boost of confidence, feeling the support of their partners.

The main portion of the reading period is dedicated to three different 20-minute activities: a teacher-directed FastTrack phonics lesson, a teacher-directed Shared Story lesson, and a Practice with Cleo and Theo computerized tutoring session. If there are not enough devices for Practice with Cleo and Theo, a fourth activity—an independent reading session called PowerUp Partner Reading—is available. In schools implementing only Reading Between the Lions, students might not cycle through each activity every day, but they will have at least one 20-minute teacher-directed lesson per day.

At the end of the reading period, the whole class reconvenes together for a 5-minute wrap up that includes a short Between the Lions video clip and a class celebration of progress. Pride points earned during the reading period are transferred to the Team Celebration Points poster, and on Fridays, team statuses are determined and celebrated.

Grouping Students

Homogeneous Classrooms

In classrooms where all students are reading at the same level, all students would cycle through the activities together. In the example below, the students would split up for PowerUp Partner Reading and Practice with Cleo and Theo to accommodate a limited number of devices and provide variety in practice activities. The "sub-groups" could alternate day-by-day which independent activity they engage in.

One group	5 minutes	20 minutes	20 minutes	20 minutes	20 minutes	5 minutes
Group A	Reread a familiar story	FastTrack Phonics	Shared Story	PowerUp Partner Reading Group A-1	STaR	Between the Lions Video Celebration
				Practice with Cleo and Theo Group A-2		

Heterogeneous Classrooms

In classrooms where assessment determines there are two or three reading levels of students, a variety of rotations may be utilized. In each case, the whole class is together for the beginning and wrap-up activities, but the different groups (teams) move through the circuit differently. One team may be with the teacher for Shared Story while another team works on the devices in Practice with Cleo and Theo, and still another team is engaged in PowerUp Partner Reading.

In this two group example, each group of students gets time with the teacher for Shared Story or FastTrack Phonics each day. Groups alternate each day to have access to two small group sessions with the teacher.

Two groups Day 1	5 minutes	20 minutes	20 minutes	20 minutes	20 minutes	5 minutes
Group A	Reread a familiar story	FastTrack Phonics	Practice with Cleo and Theo	PowerUp Partner Reading	STaR	Between the Lions Video Celebration
Group B		Practice with Cleo and Theo	FastTrack Phonics	Shared Story		

Two groups Day 2	5 minutes	20 minutes	20 minutes	20 minutes	20 minutes	5 minutes
Group A	Reread a familiar story	Shared Story	FastTrack Phonics	Practice with Cleo and Theo	STaR	Between the Lions Video Celebration
Group B		PowerUp Partner Reading	Practice with Cleo and Theo	FastTrack Phonics		

In a classroom where there are three reading groups, each team would meet daily with the teacher for just one of their small group activities.

Three groups	5 minutes	20 minutes	20 minutes	20 minutes	20 minutes	5 minutes
Group A	Reread a familiar story	Shared Story or FastTrack Phonics	Practice with Cleo and Theo	PowerUp Partner Reading	STaR	Between the Lions Video Celebration
Group B		PowerUp Partner Reading	Shared Story or FastTrack Phonics	Practice with Cleo and Theo		
Group C		Practice with Cleo and Theo	PowerUp Partner Reading	Shared Story or FastTrack Phonics		

In this scenario, it would be wise to regularly rotate which team of students met first with the teacher to ensure that all students benefit from having their reading block begin with direct instruction.

Considerations in creating your daily schedule need to include:

- Might two groups be placed together for the same FastTrack Phonics lesson?
- What is the level of self-regulation of students to monitor their independent activities?
- Does each group need all FastTrack Phonics or might they move more quickly through some lessons?
- Is there evidence that teams may move more quickly through some Shared Stories?

Purpose

Reading a Familiar Story

Every Reading Between the Lions lesson begins with a whole-class reading of a Shared Story that is familiar to all students. This practice acts as both a rehearsal warm-up and as a confidence builder. In revisiting known text, students are affirmed in and reminded of their growth as readers. Beginning with a familiar read provides a cohesive start for the class as a whole.

This portion of the reading block also serves as a platform for developing the whole class community. While students may be separating into smaller teams for individualized instruction, they are reminded during this warm up that they are a community of readers and are advancing in their skills through the teamwork and effort of every member. This is a time to get excited about the reading lessons ahead; to build anticipation of how every class member brings their best to the lesson and is ready to learn and to co-teach their fellow students.

In choosing a familiar Shared Story, teachers can emphasize how far students have come through the sequence of different stories or cultivate excitement about the path ahead as Shared Stories change levels. Posting the covers of all the Shared Stories on a bulletin board may help students visualize their progress in a way that is validating during Reading a Familiar Story.

Fine-tuning Reading a Familiar Story:
- Read only a few pages of the familiar story. This will keep students interested and limit the activity to 5 minutes.
- Choose the Shared Story ahead of the lesson to save time during the lesson.
- Offer a range of 3-4 Shared Stories to choose from. Student teams with the most pride points, or a Random Reporter, may be given the opportunity to choose from the range.
- Occasionally read a Shared Story that is much too easy for most students to celebrate how far they have progressed.

FastTrack Phonics

FastTrack Phonics is a fun, fast-paced, and systematic phonics program that builds students' skills in phonemic awareness, letter-sound correspondence and word level blending and segmenting. The program can be used with a range of learners: from beginners with little or no phonetic knowledge to students with more advanced skills. The lessons are appropriate for varied age groups, and they are flexible enough to be customized to the needs of a particular student, class, or group.

There are many program components that make the experience enjoyable and effective for students. Colorful mnemonic picture cards, Alphie the puppet, rhymes, chants, and games bring the lessons alive. The many opportunities for partner work and sharing motivate students to participate and learn together.

At the core of the program, however, is the early and explicit instruction to develop phonemic awareness. We believe that this is one of the key factors that ensures the success of the program—one of the key factors that enables students to read and write earlier and with greater skill.

Phonemic awareness is the understanding that words are made up of separate, distinct phonemes, or sounds. To the literate adult, this connection may seem obvious—of course words are made up of different sounds! However, this understanding is not always gained as children learn to speak. Phonemic awareness isn't really necessary to speak a language (a natural process); but it is necessary to read and write a language (a learned process). Since phonemic awareness isn't acquired naturally, the way that language is, it must be explicitly taught.

Phonemic awareness is different from phonics. Phonics is associated with the printed word, while phonemic awareness is associated with the spoken word. Phonemic-awareness activities train the ear; students focus on the different sounds, or phonemes, that they hear in words. Much time and attention is devoted to hearing the separate sounds in words and blending sounds together to make words. (This instruction is especially useful for English language learners.) Because phonemic awareness is concerned with teaching sounds, letter names are not emphasized until later in the program. Focusing on the sound facilitates the learning of letter-sound correspondence, the critical element for the effective use of sound blending when learning to read.

Phonics activities train the eye and hand; students learn how to read and write the letters that represent the sounds they have learned. In short, phonemic awareness and phonics fulfill different roles in support of the same goal—to teach students to read, write, and spell with accuracy and fluency.

Phonemes

A phoneme, simply put, is a sound. It is the smallest unit of sound that you can hear in a word. When you identify the number of phonemes in a word, you essentially "break the word down" into its smallest parts.

For example, consider the word "man." You can hear three phonemes, or sounds, in the word "man." Broken down, they are /m/, /a/, and /n/. There are four phonemes in "jump" (/j/, /u/, /m/, and /p/), two in "my" (/m/ and /y/), and three in "coat" (/c/, /oa/, and /t/).

FastTrack Phonics teaches 44 phonemes, or sounds. Each phoneme is presented in its own lesson, so that students have ample time to master hearing and producing the sound. This important prerequisite skill builds the foundation of the students' phonemic awareness. After they can identify the sounds in language, the next step is to start associating those sounds with letters, or graphemes.

Graphemes

A grapheme is the written representation of a sound. For example, the grapheme for the sound /m/ is "m." The grapheme for the short /a/ sound is "a." The grapheme for the sound /n/ is "n." Therefore, the word "man" has three phonemes and three graphemes.

However, sometimes sounds are written using more than one letter. Sometimes it takes two, three, or even four letters to write one sound (and these letters still make up one grapheme). Consider the word "sheep." There are three phonemes in the word "sheep": /sh…ee…p/. The sound /sh/ is written with the grapheme "sh." The sound for long "e" is

written with the grapheme "ee." The sound /p/ is written with the grapheme "p." There are three graphemes in the word "sheep," even though it is written with five letters. The word "high" has two phonemes—/h…igh/. The sound /h/ is written with the grapheme "h." The long "i" sound is written with the grapheme "igh." There are two graphemes in the word, even though it is written with four letters. Some phonemes, usually long vowel sounds, can be represented by more than one grapheme. For example long "i" can be represented by "i_e," "igh," or "y."

In the beginning lessons of FastTrack Phonics, the majority of sounds that students learn can be represented by one-letter graphemes. As students progress through the program, the graphemes they learn will become a bit more complex. There are 79 FastTrack Phonics lessons, and one review lesson of more complex sounds and graphemes. By the end of FastTrack Phonics, students will have mastered a set of phoneme-grapheme correspondences (also known as letter-sound correspondences) that represent most of the letter groups commonly used in English.

FastTrack Phonics will enable students to master the following skill areas:

- Auditory Blending and Segmenting
- Letter-Sound Correspondence
- Word-Level Blending (Stretch and Read)
- Sound Spelling (Stretch and Spell)

Auditory Blending and Segmenting

It is important for beginning readers to grasp the concept that all words are made up of separate units of speech (phonemes). This prerequisite skill facilitates reading and spelling. When students hear the word "cat," they hear three sounds quickly blended together to sound like one unit of speech. When students learn that there are three separate sounds in the word (/c/, /a/, and /t/), it logically follows that there are three graphemes needed to represent the sounds. Understanding the concept that sounds can be separated in words gives students the building blocks for understanding how the alphabet works to represent speech. Understanding this concept also minimizes the chances that students will rely on memorization to read words; it encourages them to apply their blending and segmenting skills to read and write words.

Alphie the puppet teaches students how to orally blend and segment sounds in an enjoyable and interactive way. Students learn that Alphie speaks a "special language." Alphie says words slowly, so that each distinct phoneme is heard. Students listen to the separate sounds, then say them quickly together to figure out the word that Alphie is saying. Students also are taught to speak in Alphie's special language. They listen to a word, and then break it down to say each sound. Students work with partners to practice Alphie's words and Alphie Talk, so that every student participates and learns together. Students look forward to Alphie's daily visits, which keep them motivated and interested in the lessons.

Letter-Sound Correspondence

To become fluent readers, students need to establish an automatic connection between letter shapes and sounds. Students use their knowledge of letter-sound correspondence to sound out and read words. The stronger their knowledge of letter-sound correspondence, the easier it is to begin blending sounds into words and reading. FastTrack Phonics has materials and activities specifically designed to foster the

development of this essential skill. Students systematically learn to hear a sound, then read and write the letter that represents that sound. The activities are simple, yet fun, and contain the repetition necessary for students to build and retain their knowledge of letter-sound correspondence.

Students are introduced to each new letter sound with a Key Card. Each Key Card shows a colorful, engaging picture in the shape of a letter. Students then learn an alliterative phrase that uses the sound for the day and describes the picture. For example, the letter "a" Key Card shows a red apple in the shape of the letter "a." Students learn the alliterative phrase "Alphie asks for apples." This activity establishes an instant connection between the letter and its sound. The teacher also shows pictures to train students to listen for specific sounds in words.

As soon as students can hear a sound, they learn the letter shape that represents it. The letter is printed on the back of the Key Card so students can make an easy transition from responding to the picture cue to responding to the actual letter. Students review the letters previously presented in a pocket chart daily to continuously practice reading letter sounds.

Students also solidify their knowledge of letter-sound correspondence by writing the letter. For each letter, students are taught a writing cue that describes the Key Card picture. The writing cue for the letter "a," for example, is "Left around the apple and down the leaf. /aaa/." Students recite this writing cue while writing the letter, an activity that connects the visual image, the sound, and the shape of the letter at the same time, ensuring a strong connection between a sound and the letter that represents it.

Word-Level Blending

Word-level blending is the ability to look at a word, recognize the graphemes, make the sound for each grapheme, then put the sounds together to say the word. The understanding and use of letter-sound correspondence, auditory blending, and auditory segmenting are prerequisite skills that enable students to perform this more complex task. Using letter-sound correspondence knowledge, students are able to look at the different graphemes in a word and make the sound for each one. Auditory segmenting activities help students learn to hear the separate sounds in words. Auditory blending practice enables students to become aware that different sounds blend together to form words. Students combine these skills to begin to read words.

However, reading is not simply the convergence of letter-sound correspondence and auditory blending and segmenting skills. Making the jump from auditory blending to visual blending is a new and more complicated task. Two decks of Letter Blending Cards aid in this transition. The Letter Blending Cards are a playing-card-sized set of cards that shows a different grapheme on each card. The teacher chooses different letter cards to make a word ("m," "a," and "n," for example) and displays the cards spaced apart in a pocket chart. As the teacher points to each card, the students make the sound for that letter. As the teacher continues the activity, he or she moves the cards closer together, so students say the sounds faster. The cards are finally pushed together completely, and students blend the sounds /m/, /a/, and /n/ into the word "man." Thus, the blending cards provide the bridge between students' auditory knowledge (sounds blend into words) and their visual knowledge of letter-sound correspondence (certain letters make certain sounds) so they can read words.

Students also practice word-level blending skills with partners in the Partner Phonics Booklet. This activity provides the practice, repetition and feedback students need when learning to read. Students also learn to listen to and assist their partners as they read, so each student is actively engaged in the reading process.

In FastTrack Phonics, word-level blending is referred to as Stretch and Read. This reminds students that they need to "stretch" words by saying each sound, then put the sounds together to read them.

Sound Spelling

Sound spelling is the ability to successfully sound out a word and transcribe the sounds into letters. To do this, students will use skills previously learned in FastTrack Phonics. Students will practice speaking in Alphie Talk to separate and hear each sound in the word. They will use their knowledge of letter-sound correspondence to identify the letters that represent those sounds and recall the writing cues to write the sounds.

Students use sound spelling by activating their prior knowledge. The teacher guides students through the process of hearing, identifying and writing sounds in words so that they can spell words with accuracy and confidence. Students practice words and then sentences as a daily activity to reinforce previously learned skills while acquiring a new one.

In FastTrack Phonics, sound spelling is referred to as Stretch and Count (to identify the number of phonemes in a word) and Stretch and Spell. This reminds students to "stretch" the word by identifying the separate sounds. Then, they spell by writing the letters for each sound.

FastTrack Phonics and English Language Learners (ELLs)

FastTrack Phonics will support English language learners (ELLs) well as they learn the basic phonics skills needed for reading English. In fact, you will find that your ELLs will perform as well as their English-speaking peers in spite of the language barrier.

ELLs are challenged in the classroom because they have difficulty using English as a means of communication. Because they are not fluent in the language, they have trouble expressing themselves and understanding others. However, the phonemic-awareness and phonics activities in FastTrack Phonics focus on another side of the English language—its form and structure. Studying the form and structure of the language does NOT require students to be fluent speakers. In fact, few young students, if any, will have any clear notion of the form and structure of English, despite the fact that they may be fluent, native speakers of the language. This means that ALL students in the class are learning a new skill when they learn about phonemic awareness and phonics, and therefore, no one group has an advantage over another. In this way, you can view English speakers and ELLs as being on "equal footing."

ELLs will be able to actively participate in the program right away; the lessons do not require students to comprehend lengthy explanations or descriptions. The lessons are presented as a series of varied, fun routines and games that are learned through teacher modeling and practice. There are also many visual aids (the teacher's visual cues and FastTrack Phonics materials, such as Key Cards, Letter-Blending Cards, and Alphie the puppet) that help students understand the lessons.

Phonemic-awareness activities center around speaking and listening tasks, such as producing a particular sound, identifying a certain sound in a series of words, or blending sounds together to make words. Since the tasks are so specific, they often reduce the "risk" that many ELLs associate with speaking in front of others. Students who would otherwise feel shy or embarrassed about using English to communicate can take part in FastTrack Phonics activities with confidence. You will see their confidence grow throughout the program as they realize that they can contribute to the class and that they are able to learn with fluent English speakers. As a result, ELLs will see fewer risks associated with speaking and will begin to experiment more with expressing themselves in English. Conversely, English speakers will see ELLs as active participants in the class and equal partners in learning. Fostering communication between ELLs and English speakers is one of the most effective practices in helping ELLs develop oral English proficiency.

FastTrack Phonics Lesson Format

FastTrack Phonics lessons should be conducted in an area of the classroom that allows students to clearly see the materials you will be using. Post the Alphabet Wall Frieze in this area so students can review it daily. Set up a special place for Alphie to "live" so he can come out every day to visit the students and teach them to speak in "Alphie Talk." Place the pocket chart with letter sounds here for easy classroom review. In addition to a place for students to view the interactive software, there should also be a dry-erase board or chart paper nearby for other activities.

Each FastTrack Phonics lesson has the same basic format—a new sound is introduced and practiced on the first day of the lesson and previously learned material is reviewed on the second day of the lesson. Students practice reading during the new and review parts of the lesson both as a group and with partners. Writing takes place at the end of the lessons. The lessons are designed to facilitate transitions between activities. Strive to establish a briskly paced routine with your class. Students will develop a sense of purpose and order, and you will have fewer problems with classroom management.

The FastTrack Phonics lessons are designed to be 20 minutes. As students become familiar with routines, they will become accustomed to moving through the active instruction and partner practice activities that will build their competency.

Lesson Components and Objectives—Day 1

The activities in FastTrack Phonics incorporate both the use of the interactive software and tangible items such as the Key Cards and Letter-Blending Cards. Teachers should utilize both according to the needs of their students.

- **Alphabet Wall Frieze**
  In FastTrack Phonics lessons 1–20, students will learn the names of the pictures on the Alphabet Wall Frieze. Point to each card posted in the Wall Frieze or on the interactive software. As you touch each card, name the picture, emphasizing the initial sound. When students know all of the picture names, simply point to the cards and let them respond with the names.

- **The Alphabet Chant**
  In Lessons 21–30, the Alphabet Wall Frieze activity is replaced by The Alphabet Chant. Students will learn The Alphabet Chant (see Appendix) over the course of several lessons. Teach the corresponding motions for each line of the chant. Once

students know the entire chant, they will recite and "perform" it every day. The Alphabet Chant reinforces the mnemonic picture and cuing system to remember the sound the letter makes.

- **Hear the New Sound**
  The following are activities that may be included to introduce students to the new sound they will be learning.

  Sound Words
  Say words listed in the lesson plan that contain the new sound. Ask students what sound they hear in all of the words. Say the words again with the class, stretching the new sound in each word.

  Key Picture
  Display the Key Card for the new sound and play or say the alliterative phrase that goes with picture. Say the phrase with students and emphasize the focus sound in each word.

  Pictures and Objects
  Use My Turn, Your Turn to review the names of the pictures on the screen. Say the name and have students say it after you. Cut the initial sound short in each word three times.

  Making the Sound
  Use the teacher script in the lesson to explain to students how the new sound is made. Model identifying the placement of tongue, teeth, and jaw; whether the sound causes a vibration in the voice box or not; and where exhaled breath might be felt. Have students practice making the sound together.

  Students' Words
  Ask students to use Think-Pair-Share to share any words that begin with the sound for the day.

- **Introduce the New Letter or New Letter Group**

  Animated Alphabet
  Show the Animated Alphabet segment for the letter sound of the day. The segment shows an animated version of the Key Card pictures that helps students build a strong connection between the sound and the letter.

  Write the new letter or letter group on the board or chart paper and help students build a strong connection between the picture on the Key Card, the letter, and the alliterative phrase.

- **Partner Practice**

  Stretch and Read with the New Sound
  Model and guide practice of reading words with the new sound using Stretch and Read on the screen.

  If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.

  Sound It Out video
  Play the Sound It Out video segments. Alphie and his friends model sounding out words that set students up for successful guided and partner practice.

Partner Work
Students turn to the lesson in their Partner Phonics Booklets to read words with the new sound together. Partners initial each other's booklets when they have read all the words correctly. Teachers may also initial as they monitor if they hear both partners read the words successfully. If students finish reading the words, they may make up sentences using the words.

Partner Practice Celebration
The class reads the words together and a Random Reporter partnership is called to read the words to the class. Pride points are awarded to celebrate.

- **Write It Out**

    Write Letters
    The Trace-it Cue is played and students practice writing the focus letter three times using the cue. They may write in the air, on their own hand, or on a sheet of paper. Students also practice writing sounds of recently learned letters when prompted by the teacher.

    Write Words
    Students use Stretch and Count and Stretch and Spell to write words containing letter sounds they have learned. Students check their work together as a class as the teacher writes the words on the board.

    Write Sentences
    In later lessons, Alphie dictates a sentence for students to write. Each student writes the sentence on a piece of paper or in a journal. The class discusses the meaning of the sentence and a Random Reporter partnership is called to tell how to write the sentence on the board.

- **Wrap-up Video**

    A Between the Lions video wraps up the FastTrack Phonics lesson and celebrates student learning.

Lesson Components and Objectives—Day 2

- **Say-It-Fast/Break-It-Down**
    Students learn that the puppet Alphie speaks a "special language." He says words very slowly so you can hear every sound. Students listen to Alphie say a word by separating each phoneme sound. (Example: "cat" becomes /c…a…t/.) Students listen to Alphie and figure out the word that he is saying. This activity is called auditory blending, or Say-It-Fast.

    Students learn to "speak like Alphie" by listening to words and separating the phonemes. Alphie says a word, and the students repeat it. Then, they say each sound in the word very slowly. This activity is called auditory segmentation , or Break-It-Down.

- **Partner Practice**

    Read Sounds and Words
    Show the Animated Alphabet video from the previously learned sound.

Letter Sound Review

Display and review recently learned sounds and reinforce alliterative phrases and writing cues as needed.

Students turn to the lesson in their Partner Phonics Booklet that shows review sounds and new sounds in corresponding boxes. During this activity, students read the sounds in the boxes as directed by the teacher. They initial each other's booklets as they read successfully.

This activity is concluded with a Partner Practice Celebration as a Random Reporter partnership is asked to read the sounds to the class and pride points are awarded.

Stretch and Read

Several words are displayed that allow students to blend familiar sounds into words. The teacher gradually reduces support so that students can read these words on their own.

Students turn the appropriate lesson in the Partner Phonics Booklet and read the box on the page with review words with their partners. This box includes words that contain all review sounds. Beginning in Lesson 11, partnerships who successfully read the words can move on to the final box on the page. This box has Booster Words or a Booster Sentence (indicated by an upward pointing arrow) that presents a bit of a challenge for students to use all of their new skills to read.

Partner Practice Celebration returns when students have finished. The teacher may review any letters that still need practice, call a Random Reporter partnership to read words or the Booster Sentence and award pride points.

- **Quick Erase**

  Display the Quick Erase sequence and have students read the words in unison as one or more letters are changed and new words appear. This is a fun, fast paced activity that promotes word-level fluency and automaticity.

- **Wrap-up Video**

  A Between the Lions video wraps up the FastTrack Phonics lesson and celebrates student learning.

While the majority of the FastTrack Phonics lessons are two-day lessons, there are also one-day lessons periodically included. These lessons reinforce consonant-blends, adding endings to words, and other review skills. At the end of FastTrack Phonics, five three-day lessons review long vowel sounds that have been taught.

Fine-tuning FastTrack Phonics:
Keep the pace of the lesson quick and engaging. Students are not expected to master new sounds immediately. The spiralling practice of all sounds, reinforced by Practice with Cleo and Theo, should allow you to move briskly.

- Once students have read sounds or words one or two times with their partner, challenge them to point to letters and words out of order.

- Use the mnemonic cues if a student gets stuck reading a sound or a word. For example, if a student is stuck on the letter "c," say, "The curly caterpillar crawls." to remind the student of the sound.

Shared Story

The Shared Stories allow the students to read complex, engaging, and interesting stories even when they know only a few letter sounds. The students are able to read the decodable words from the story they have learned in FastTrack Phonics along with new sight words. They gain reading independence one step at a time, first by reading stories in a teacher-guided situation, then by reading them with a partner, and finally by reading them individually. The students are provided with many opportunities to celebrate their reading success and gain fluency by reading the stories aloud to the class, to partners, and to people at home.

Each page in most Shared Stories has both teacher text and student text. The student text uses only letter sounds and words that the students have already learned in FastTrack Phonics, a few key sight words, and readles (words represented by pictures). The teacher text presents a context for the story and includes predictive questions that are answered in the student readings. In the earliest stories, the teacher text adds a great deal of meaning to the stories. Over time, the amount of student text increases, and the teacher text diminishes. This scaffolding allows the students to read meaningful and worthwhile stories from the very start of their reading instruction.

Shared Stories are divided into four levels. Each of the four levels of Shared Stories increases in both reading vocabulary as well as context and characters of the stories.

Level 1 (Shared Stories 4–15)—family, pets, and close friends

Level 2 (Shared Stories 16–25)—school friends

Level 3 (Shared Stories 26–37)—seasons

Level 4 (Shared Stories 38–48)—around the world

The students read Shared Stories over the course of four, 20-minute lessons: Introduction, Guided Practice, Partner Practice, and Reading Olympics. In Level 4, an additional Story Test lesson is included.

Introduction Lesson

In the Introduction lesson, the story is introduced by having the class work together to establish background knowledge and possible themes based on the title, the cover art, and other factors that help them to make story predictions. The lesson continues with the students reading practice words and sentences in preparation for reading the decodable storybook. This lesson also periodically includes introduction of metacognitive strategies for reading unknown words and monitoring for meaning.

The Introduction lesson provides the foundation for modeling the student outcomes in building schema, vocabulary, word-level fluency, and predicting. The lesson follows these activities.

- **Team Celebration**

  All Shared Story lessons begin by the teacher creating a partner work goal and reminding students that you will be emphasizing it and awarding pride points for it during the course of all Shared Story lessons. This goal may be a reading behavior (such as strategy use, accuracy, or retelling) or a learning behavior (helping a partner with difficult words, persevering when learning new words, or completing tasks in a timely manner) , or one of the five behaviors on the Team Cooperation Goal Cue Card. This sets the tone for the learning and students' responsibility in it.
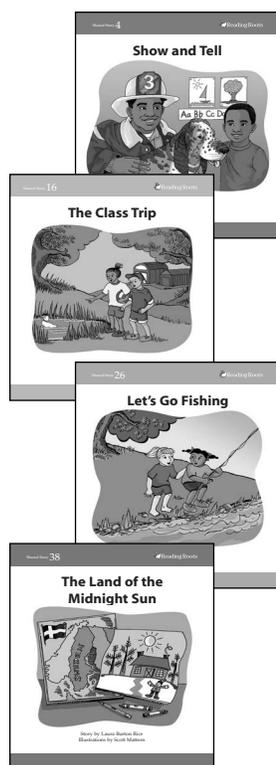
- **Preview the Story**

  This activity leans heavily into predicting through several activities. Previewing the actual text reinforces the thinking skills needed to anticipate the topic and events of the story. Further scaffolding is provided through viewing a Word Play that highlights the story theme and specific vocabulary. It is a powerful visual for all types of learners to see the vocabulary and theme acted out with repetition of the story vocabulary words at the end of the video. The next step on this scaffold is reviewing pictures of key vocabulary. Teachers may expand as much as needed on these words to ensure students are able to recognize them in their receptive vocabulary before beginning reading. Last, students are reminded of the Shared Story's letter sound focus through a quick review of the Animated Alphabet segment showcasing the sound.

- **Word Presentation**

  Once again, visual media provides a model of various beginning reading strategies such as Sound It Out and Finger Detective. Students are then introduced to Green Words. Green Words (meaning "go!") are decodable words containing sounds the students have already learned.

  Since students have already practiced these words multiple times in FastTrack Phonics and in Practice with Cleo and Theo, the teacher selects only three to five of the Green Words to review with students. While all Green Words are available to view in the software (and the optional word cards), it is critical that only a few words with which students need more practice are chosen for review. Students will be reading all the Green Words later on in the lesson.

  Students are also introduced to Red Words in this activity. Red Words (meaning "stop!") are words that are sight words, phonetically irregular, or have letter sounds that the students have not yet learned. These words are introduced and then clapped out to learn the letter sequence and repeated once more.

  Example:

  Say the word "like." Spell it, clapping as you say each letter name: l [clap] – i [clap] – k [clap] – e [clap]. Say it again, "like."

  If you are using the optional word cards, Red Words can be posted on a word wall in the classroom. The word wall contains only words that students have not mastered yet. Once the students master a Red Word, it can be removed from the word wall.

  The final activity in Word Presentation is Introduce Readles. Readles are simple pictures that represent words that add to the story content but are too complex for the readability of a particular story. They are introduced and practiced in a quick my turn, your turn activity. The word the readle represents is printed in small font under the readle to assist teachers and parents reading with a student.

- **Partner Word and Sentence Reading**

  This activity happens in every lesson throughout Shared Story instruction. The inside front cover of each Shared Story contains a box with the Green Words, a box with the Red Words, and a box with sentences using the Green and Red Words from this story and previous stories. Practice is provided in each lesson to quickly read every story word and begin practicing reading those words in a sentence. Students practice with a partner and take turns. Emphasis in this activity is on word-level fluency

and automaticity as students have already practiced the Green Words in previous FastTrack Phonics lessons. Students should be reminded to say every sound in the Green Words so that they enunciate and include beginnings and endings of words. Students need not Stretch and Read every word if they already know it. Likewise, through the course of the lessons, they need not Say-Spell-Say every Red Word once they have it in their reading vocabulary. Accurate, word-level fluency in this activity will help students focus increasingly on sentence-level fluency and comprehension as the read the Shared Story.

- **Partner Practice Celebration**

  Like Partner Word and Sentence Reading, this activity occurs in every lesson. It is a quick celebration is to highlight a few of the Green and Red Words and ask a Random Reporter to read one of the sentences aloud. Pride points are awarded to students who share strategies they used to read words.

- **Strategy Introduction**

  Fourteen Shared Stories include formal introduction and modeling of specific metacognitive strategies. These lessons teach metacognitive strategies for both reading unknown words as well as good reading behaviors before, during, and after reading. Metacognitive strategies taught throughout all Shared Stories include:

Metacognitive Strategy	Shared Story
Sound It Out	4
Finger Detective	8
Previewing	10
Finger Detective: Word Parts—Endings (-ing)	15
Monitoring for Meaning	16
Finger Detective: Word Parts—Beginnings (un-)	17
Finger Detective: Word Parts—Endings (-ed)	19
Read Again and Think	22
Summarizing (narrative text)	26
Finger Detective: Compound Words	30
Read On and Think	32
Finger Detective: Base Word and Endings	35
Clarifying	38
Summarizing (expository text)	40

Each Strategy Introduction lesson includes Think Alouds to model and unpack the thinking behind the strategy. Students will review and apply these strategies in the Guided Practice and Partner Practice Lessons.

Fine tuning Shared Story—Introduction Lesson
- Choose a reading or learning behavior to focus on for the entire Shared Story lessons. This will help ensure that you give pride points and bring positive public attention for behaviors that are most beneficial to students' learning.

- Although visual media and pictures are provided for story vocabulary, bring in realia for vocabulary as needed. The same is true for layering in other ESL strategies such as Total Physical Response.

- Review Practice with Cleo and Theo data, as well as observational notes, to determine which three to five Green Words to review as a class.

- Clap a catchy rhythm during Say-Spell-Say for Red Words. A quick pace keeps students engaged and is easy to use for a prompt if a student gets stuck on a Red Word in their own reading.

Guided Practice Lesson

The Guided Practice lesson is a scaffold for students' success in reading the Shared Story for the first time. It requires the students to decode and read on their own, but with support from the teacher. This allows students to learn effective reading behaviors of predicting, reading, and regularly checking their comprehension. In the Guided Practice lesson, the teacher guides the students through their first reading of the book through a process called Guided Partner Reading. In Guided Partner Reading, the teacher reads the teacher text located at the top of each page. The teacher text helps establish the characters, places, and other information for the class. In the very early lessons, after the teacher text is read, the class reads the first three pages of the student text as a group with the teacher's assistance. As the students gain some experience, they read with their partners. At the end of each page, the teacher asks comprehension questions to make sure that the students have understood the text that they have just read. Every Guided Practice lesson includes Strategy Review; a time to revisit the metacognitive strategy that will be prompted and practiced throughout Guided Partner Reading.

- **Partner Word and Sentence Reading and Partner Practice Celebration**

  Each Guided Practice lesson begins with the same activity as the Introduction lesson: time to quickly practice the Green Words, Red Words, and sentences located on the inside front cover of the Shared Story. This warm-up for accuracy brings back into working memory the story words so that students may concentrate on the story content as the read the Shared Story text.

- **Strategy Review**

  Every Guided Practice lesson reviews the metacognitive strategy modeled in the previous Introduction lesson or from a prior Shared Story. Teachers may model the strategy again if needed. Students are reminded that they will be prompted to use the strategy in their reading that day.

- **Guided Partner Reading**

  For their first reading of the Shared Story, students are guided through page-by-page. The teacher text (in small print at the top of most student pages) provides context for the story theme and events. The student text (made up of Green Words, Red Words, and readles) tells the story events. The lesson manual and the Teacher Shared Story (a larger version of the student edition) outline questions for each page as a comprehension check. The Guided Partner Reading process not only provides a scaffold for student success as they read the story for the first time, but also reinforces good reading behavior (previewing prior to reading and checking for understanding after reading). It also engenders effective partner reading skills by closely monitored practice and feedback.

In Level 1 Shared Stories (4–15), the teacher will read the first three pages of the Shared Story with students in Guided Group Reading. This allows for successful reading of the beginning of the story and gradual release of responsibility for student reading. Following Guided Group Reading of the first three pages, the teacher and students will return to page one and begin Guided Partner Reading. This practice, outlined below, continues through all four Shared Story levels.

1. The teacher reads the teacher text at the top of the page.
2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
3. The partners reread in unison for fluency.
4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
5. The whole class rereads the page in unison (optional).

Repeat steps 1–5 for the next page with Jelly now being the reader who begins first. Peanut Butter and Jelly alternate with each page.

- **Discussion Questions**

  Open-ended discussion questions are included in the back of the Teacher Shared Story and the Teacher's Manual. These provide a wrap up of the Shared Story and differ from the questions that students will answer in the back of the student edition of the Shared Story.

  The Discussion Questions also afford a time to check the accuracy of predictions that students made during the Introduction lesson and discuss elements of the story they enjoyed or were surprised by.

Fine tuning the Guided Practice lesson
- Reinforce that students are practicing the behaviors that they need for successful independent reading: summarizing and checking their comprehension.
- Prompt use of the metacognitive strategy throughout and celebrate with pride points when students use the strategy unprompted.
- Utilize the timer in the interactive software. It will help keep the activity moving. Remind slower readers that they will continue to practice reading this story in Partner Reading and Practice with Cleo and Theo.

Partner Practice Lesson

The Partner Practice lesson is where previous scaffolding is removed and students read the Shared Story with their partners in an independent setting. They bring their new understanding of vocabulary, decoding, and comprehension to partner practice for retelling, fluency, and additional comprehension questions. In the Partner Practice lesson, students and their partners read the Shared Story with a focus on reading fluently. Each lesson contains a Focus on Fluency to guide students' reading. Students build a fluency foundation beginning with accuracy in Level 1, smoothness in Level 2, expression in Level 3, and putting it all together in Level 4. Partner Practice lessons also include Strategy Application, a review of the targeted metacognitive strategy with an emphasis on students applying it independently in their reading. At the end of the lesson, partners work together to write answers to comprehension questions about the story located in the back of the student edition of the Shared Story. As students progress through the Shared Stories,

Partner Story Questions move from comprehension statements answered with a yes or no, to open-ended questions, multiple choice, and cloze sentences. Students celebrate by reading the story (or a section of the story) in unison.

- **Partner Word and Sentence Reading and Partner Practice Celebration**

  Each Partner Practice lesson begins with the same activity as the Introduction lesson: time to quickly practice the Green Words, Red Words, and sentences located on the inside front cover of the Shared Story. This warm-up for accuracy brings back story words into working memory so that students may concentrate on the story content as the read the Shared Story text.

- **Strategy Application**

  Every Partner Practice lesson reminds students of the metacognitive strategy modeled and practiced in the previous lesson. Students are prompted to coach their partner to use the strategy in their reading that day. The emphasis on strategy use in this lesson is focused on students learning to choose the most productive strategy for the unknown word.

- **Partner Reading**

  Students read the entire story with the partners, alternating reading and retelling each page. They will also use the Reading Strategy Cue Card to help them try various strategies for words they still find difficult.

  As partners read, the teacher monitors students and records rubric scores for several students on the Shared Story Lesson Record Form for accuracy, smoothness and expression, or accurate retelling.

- **Partner Story Questions**

  After reading and retelling the story, students work together to answer and write responses to comprehension questions. The teacher may choose to model and guide practice with one question; however, the activity is designed to be completed in partnerships rather than as a class as a whole. Questions increase in complexity through each level.

Level	Question Type
1	Comprehension statements (yes/no) Short-constructed response with sentence starter
2	Short-constructed response without sentence starters
3	Short-constructed response Multiple choice (a or b)
4	Short-constructed response Cloze sentences for vocabulary Multiple choice (a, b, or c) for vocabulary

- **All Together Now**

  The culminating activity in the Partner Practice lesson is All Together Now. During this time the teacher and the students read all or part of the Shared Story in choral reading. Emphasis is placed on reading in a natural story telling voice and celebrating how students' reading proficiency has grown through the Shared Story. One partnership is chosen to be readers for the following lesson's Reading Olympics Celebration.

Fine tuning the Partner Practice Lesson
- As you listen to students reading, provide feedback and record progress on the Shared Story Lesson Record Form.

- During Partner Story Questions, emphasize that the content of the answer is most important. Spending an inordinate amount of time on the skill of how to reword the question stem will distract students from finding and expanding on textual evidence.

Reading Olympics Lesson

The final lesson is the Reading Olympics where students combine all of their learning through the Shared Story cycle with a focus on reading the story with agility and automaticity. Each Reading Olympics lesson promotes 100% accuracy in word- and sentence-level fluency. It also provides a goal for words correct per minute that increases through the year. Students practice reading at the appropriate rate for their reading level. In the Reading Olympics Celebration, one partnership is chosen to read aloud for one minute and awarded a Reading Celebration certificate if they meet the stated goal.

- **Goal Setting**

  Students begin the Reading Olympics lesson by reviewing two goals for the lesson. First, students always strive for a goal of 100% accuracy in reading the Partner Word and Sentence Reading page inside the front cover of the Shared Story. Second, students have a words correct per minute goal that increases through the levels until they reach 60 words correct per minute at the end of the school year.

- **Partner Word and Sentence Reading**

  Each Reading Olympics lesson begins with the same activity as the previous lesson: time to quickly practice the Green Words, Red Words, and sentences located on the inside front cover of the Shared Story. The goal for this activity and celebration is to read the story words with 100% accuracy. This activity is concluded with Partner Practice Celebration and pride points awarded for a randomly chosen partnership to read a sentence or share strategies they used.

- **Fluency Practice with the Story**

  Students will practice timed reading with their partners to build up to reaching their words correct per minute goal. Students practice the Shared Story for two minutes before the teacher assigns a fluency page to read. Partners take turns reading for one minute, counting up how many words were read correctly.

Shared Story	WCPM	Shared Story	WCPM	Shared Story	WCPM
4–6	5	19–21	30	34–36	52
7–9	10	22–24	35	37–39	54
10–12	15	25–27	40	40–42	56
13–15	20	28–30	45	43–45	58
16–18	25	31–33	50	46–48	60

- **Reading Olympics Celebration**

  The partnership that was chosen during the Partner Practice lesson takes the stage and takes turns reading aloud for one minute while the class counts their accurate words. These students' words correct per minute are noted on the Shared Story Lesson Record Form. The partnership may earn pride points for reading without errors and receive a certificate if they reach the desired goal. The lesson finishes on a high note with a group cheer and tallying of pride points on the Team Celebration Poster.

Fine Tuning the Reading Olympics lesson
- Celebrate any progress toward words correct per minute goals.

- Emphasize that the Green and Red Words in Partner Word and Sentence Reading should be read with automaticity (and not entirely sounded out).

- A sample words correct per minute goal chart is located in the appendix. Tools such as this may help students celebrate their progress even if they are not meeting the prescribed goals.

Level 4

In Level 4 (Shared Stories 38–48), an additional lesson is added to the Shared Story routine: Story Test. The Story Test lesson provides practice with graphic organizers to summarize literature and informational text. This summary helps prepare students to synthesize the text they read and take an independent test. The Story Test includes two open-ended questions and two vocabulary questions.

Level 4 also introduces two new categories of words: Location Words and Challenge Words. Location Words (on white cards) are utilized with a world map to provide context for the various countries about which students will be reading. Challenge Words are a combination of Green Words and Red Words and, as such, are on brown cards. Challenge Words are words that may or may not be phonetically regular or may require blended use of reading strategies.

The Shared Stories in Level 4 are lengthier than previous levels and are divided into three sections to read. A symbol of Alphie's paw prints at the bottom of the Shared Story page indicates where each section ends. Students may spend more than one Guided

Practice Lesson reading the Shared Story. This practice aids students in developing skills to remember and summarize parts of a text over several lessons and adding new information to what was previously read.

Level 4 also introduces graphic organizers for summarizing the entire Shared Story as a way to prepare for the Story Test. Teachers model and provide guided practice in summarizing narrative text with a Story Map and informational text with an Idea Tree.

Students complete the Story Test independently and their scores are documented on the Shared Story Lesson Record Form. This data informs the teacher about how students' learning is transferring to mastery.

Practice with Cleo and Theo

Practice with Cleo and Theo is a web-based reading-intervention program to provide additional practice in the Reading Between the Lions activities. The program provides reading instruction and practice that addresses skill development in fluency, phonemic awareness, phonics, vocabulary, and comprehension.

Student pairs work at a computer or on a device. During the activities partners take turns completing activities and providing feedback on each other's performances. This keeps students actively engaged during both their and their partner's turns. Practice with Cleo and Theo Role Cards (located in the appendix) help guide students in learning the responsibilities with each role of Player and Coach.

Each story has activities associated with it during which student partnerships accumulate points in a game-like fashion. The story activities include:

- **Power Reader:** Students hear fluent reading modeled, and then practice fluent reading individually.
- **Letter Launch:** Students practice saying letter or letter combination sounds and are provided with clues for help.
- **Word Blender:** Students practice word blending and are provided with clues for help.
- **Super Speller:** Students practice spelling words that they hear and are provided with clues for help.
- **Word Quest:** Students practice the vocabulary associated with the story they're working on.
- **Story Quest:** Students read the story and answer comprehension questions.

PowerUp Partner Reading

PowerUp Partner Reading is an activity partners complete on their own. It is an opportunity for continued practice in phrase-, sentence-, and passage-level fluency. It is also an additional opportunity to practice listening and summarizing what is read.

PowerUp Partner Reading is driven by a goal, or an outcome, that the teacher determines for students. If they need more practice with the Shared Story they are currently reading with the teacher, they may practice that text. If the need is for more fluency practice, the teacher may assign a previous Shared Story.

If the teacher is able to monitor the partnerships during this activity, there is increased flexibility in which Shared Story to choose as the teacher will be able to prompt and reinforce skills as she moves from partnership to partnership. If the students must operate more independently, the outcome and the Shared Story needs to be narrowed by the teacher to ensure the goal is met.

Students should use the basic Partner Reading routines. Based on the goal the teacher sets for PowerUp Partner Reading, students may also use this time to practice automaticity with the Partner Word and Sentence Reading page or use a timer to practice the words correct per minute goal.

STaR

FastTrack Phonics and Shared Story provide a solid foundation and scaffolding so that students can successfully progress through letter-sound correspondence, word blending, fluency, vocabulary, comprehension, and basic written responses. To further develop these skills and cultivate students' love of reading, they must be provided exposure to and interaction with higher levels of children's literature. The STaR component accomplishes this through two distinct activities: Story Telling and Retelling and Adventures in Writing. Story Telling and Retelling incorporates a wide variety of literature and informational text that is thematically related to the Shared Story. Students engage with the text through teacher read-alouds, interactive questions, as well as oral and written vocabulary acquisition. This fosters more robust schema and background knowledge for students and serves as a springboard to expand their thinking in writing. The Adventures in Writing component of STaR guides students in expanding their comprehension through extended constructed response. Writing prompts related to the Shared Story or STaR story are discussed, planned, drafted, and composed through class and partner work. Together Story Telling and Retelling and Adventures in Writing enable students to go beyond first grade level text in a supportive and engaging whole class experience.

STaR—Story Telling and Retelling

During the STaR component, the students are engaged in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills. On the first day, the teacher guides the students in previewing the book, expanding background knowledge, and making predictions. Vocabulary words that the students will hear in the story are also introduced. The story is then read aloud to the students, with the teacher engaging them in discussion about what is happening in the story and how vocabulary words are used throughout. The students celebrate the new words they have learned by creating oral sentences with the vocabulary words. Finally, they participate in Alphie's Question Quiz and one or two students are selected to come up for Alphie's Questions. Their responses allow teachers to collect an oral language production score for those students.

On Day 2, the teacher uses a story star (Levels 1 and 2) or a story map (Levels 3 and 4) to identify story elements in narrative text or an idea tree (all levels) to identify the main idea and supporting details in expository text. This is followed by a retell activity and the creation of written sentences using the vocabulary words.

Day 1

- **Preview:** This activity provides time to conduct a picture walk and predict what the STaR story may be about. It also allows for students to repeat and learn the four STaR words that help build understanding in the story.

- **Interactive Reading:** The STaR story is intended as a platform for students to be exposed to higher level literature and language as well as investigate the use of the STaR words in the text. Six interactive questions are provided. Four questions relate to the STaR words and two to general comprehension of the story.

- **STaR Celebration:** Alphie encourages students to celebrate the new words they have learned. Students repeat the STaR words and practice using them in complete sentences with their partners. Pride points celebrate partners who successfully share a sentence.

- **Alphie's Question Quiz:** Alphie comes out in an exciting game show fashion and selects a student (or two) to come up for a quiz on one of Alphie's Questions. The student is encouraged, and may receive prompting from the teacher, to create the richest response possible. The teacher uses an Oral-Language Scoring Rubric to record a score on the Shared Story Lesson Record Form.

- **Team Celebration:** Pride points are tallied for the day and recorded on the Team Celebration Points Poster.

Day 2

- **Structure Review**: Teachers and students review the structure of narrative STaR stories using a Story Star in Levels 1-2 and a Story Map in Levels 3-4. Informational STaR texts record the structure using an Idea Tree for all levels. This practice cultivates student understanding of different text structures and allows them to anticipate how to comprehend other texts and Shared Stories.

- **Retell:** Two options for retelling the STaR are included. Teachers may choose Option 1 that includes rotating activities like Interactive Story Circle, Dramatization, or the introduction of graphic organizers like Venn diagrams. Option 2 is a rereading of the text using different interactive questions from Day 1.

- **STaR Celebration:** Students celebrate what they have learned by discussing with their partners their favorite part of the text and how it relates to the text structure.

- **STaR Writing:** Students are gradually introduced to the Writing Strategies Bank outlining multiple ways to "write" a word if they do not know how to spell it. In the context of creating a sentence with a STaR word with their partner, the strategies assist students in writing a sentence with that word. Pride points are awarded to partnerships who share sentences they wrote.

- **Team Celebration:** Pride points are tallied for the day and recorded on the Team Celebration Poster.

STaR—Adventures in Writing

Day 3 brings the Adventures in Writing portion of the STaR lesson and allows students to extend their comprehension by responding creatively in writing to a prompt that relates to the theme or topic of the Shared Story and/or STaR story. The lesson begins with a prewriting discussion led by the teacher to explain the writing assignment and

generate ideas. The teacher models using the Writing Strategies Bank as he or she records students' ideas or demonstrates writing sentences. Students then work with their partners to plan specifically what they would like to write. Partners are coached to help each other elaborate their sentences. Students are then provided with time to write their sentences independently.

Writing is celebrated and shared with partners and with the class on Day 4 of the lesson. Students are encouraged to expand on their writing from Day 3 and illustrate their writing if appropriate. Partners read their writing to each other and provide feedback on what they liked about the writing and what questions they have. The lesson ends with Random Reporters selected to share their writing with the class and celebrate.

Day 3

- **Brainstorm and Build Background with Topic:** Teachers introduce the writing prompt and provide modeling and guided practice generating ideas about which to write. The Writing Strategies Bank is utilized to promote the use of scaffolds so that students may concentrate on the extending their comprehension, rather than how to spell.

- **Partner Planning:** Student partnerships are afforded time to talk and discuss what they might write to address the prompt. Partners are encouraged to help each other come up with more elaborate details in their discussion before they are writing. Pride points are awarded to partnerships who share what they have planned.

- **Writing:** Students begin their composition. Teachers circulate and ask students to read what they are writing while it is still under construction as well as encourage the use of the Writing Strategies Bank. This accommodates time for teachers to note progress of the development of students' writing skills using the rubric on the Shared Story Lesson Record Form.

  Students are also introduced to "Checking" their work. In Level 1 and 2, students check their work for the writing expectations: use a variety of writing strategies, express complete ideas, and use vocabulary from Shared Story and/or the STaR story. These expectations continue throughout all levels. Beginning in Level 3, students are also provided an "Editing Checklist" and guided to check their writing for basic punctuation, capitalization, and spelling. The Editing Checklist is not a requirement but a guide to assist students as they continue learning about expressing themselves through writing. It is not a part of scoring the students' writing.

- **Team Celebration:** Pride points are tallied for the day and recorded on the Team Celebration Poster.

Day 4

- **Writing:** Students finish writing their composition and may illustrate it if time allows. Teachers may also use this time to note progress of students' writing skills on the Shared Story Lesson Record Form.

- **Writing Celebration:** Students share their writing with partners and provide each other feedback on their writing. Feedback includes what they liked about the writing and what they have questions about. A partnership is selected to share their writing with the class and pride points are awarded. Teachers may use this time to record a score for Adventures in Writing on the Shared Story Lesson Record Form.

- **Team Celebration:** Pride points are tallied for the day and recorded on the Team Celebration Points poster.
- **Extension Activity:** Optional extension activities are provided for most lessons and may be incorporated to reinforce thematic concepts if students need more exposure and practice to build comprehension.

Fine tuning the STaR Lessons:
- Encourage additional use of the STaR words to build vocabulary by awarding pride points any time the teacher hears students using the word during the reading block.
- Incorporate additional ELL strategies as needed. Post pictures of the STaR words, act them out using Total Physical Response, and bring in realia as appropriate for the needs of students acquiring English.
- Utilize the Language Arts block with your school's chosen writing curriculum to focus on writing for writing's sake and learning the writing process. The overarching purpose of Adventures in Writing is to extend comprehension; not to create a publishable composition.
- Adjust writing expectations as needed for your particular students. If they are able to extend their comprehension through fewer or more sentences (or an alternate writing prompt) adapt the lesson as needed.

Reading Between the Lions Celebration

Each class session ends with a Reading Between the Lions Celebration. The class joins together as a whole to celebrate with a Reading Between the Lions video and count up pride points on the Team Celebration Points poster. This whole class activity allows all students to celebrate their hard work.

Every Friday Wrap-Up is slightly different as that day involves the determination of team status. Students are assigned Read & Respond bookmarks every week; they are expected to read at home and have an adult sign them Monday, Tuesday, Wednesday, and Thursday nights and return them to school on Friday morning. All of the points from the lesson sessions for that day and the previous days in the week should already be recorded on the Team Celebration Points poster.

Assessment in Reading Between the Lions: Reading Roots 5th Edition

Reading Between the Lions: Reading Roots 5th Edition incorporates monitoring progress of all students through regular formal and informal assessments. The data collection and reports are a critical success factor in planning for achievement goals at the school-wide, classroom, and individual student level. Directions on data entry and running reports are located in the Reading Between the Lions Software Users' Guide.

Reading Roots Formal Assessment

The Reading Roots Formal Assessment is administered in schools that implement cross-class regrouping each grading period. The SFA facilitator and a testing team assess every Roots student every grading period. It is comprised of nine reading passages, and nine word lists, that relate to the Shared Stories. These passages gradually increase in complexity and provide information on miscues, comprehension, and knowledge of sight words. This one-on-one assessment is a tool in determining which instructional level is most appropriate for each student. When complete, school leadership teams use this data to track the progress of Roots students and determine reading group placement.

This information is helpful to teachers as they prepare to teach a new group of students each grading period. New reading groups are assigned a Shared Story on which to begin based on the students' mastery of the passages. Once reading groups are assigned, it is ideal if all Roots teachers meet as a component team to review the Reading Roots Formal Assessment Student Record Forms for each of their students. Taking an inventory of the type of word errors, type of comprehension errors, and proficiency on the word list sight words rounds out the picture of what students are likely to need reinforcement with as they begin at the Shared Story assigned by school facilitator or leadership team.

In analyzing the strengths and needs of students, the goal is not to identify specific words that students are missing in order to "teach to the test" but to look at each student as a whole. Based on their previous instruction, note where they are transferring previous learning to a formal assessment and where they need more modeling and partner practice. This priority sets the stage for a successful start to the grading period.

Reading Between the Lions Initial Assessment

The Reading Between the Lions Initial Assessment is administered <u>only</u> in schools that implement the program in a homeroom setting and do not regroup across classrooms. It is a one-on-one computerized assessment administered by the homeroom teacher during the first ten days of school. The assessment (accessed through the Teacher Portal) measures the knowledge of both decodable words and sight words that relate to Shared Stories. The assessment stops when students reach their frustration level and the program suggests a Shared Story on which to begin.

Once the homeroom teacher has a suggested instructional Shared Story for each student, she will create one, two, or three reading groups for her classroom. Students should be grouped with other students in their reading range and assigned a beginning Shared Story. For example:

Reading Between the Lions Initial Assessment Suggested Shared Story		Reading Group Assignment and Shared Story Placement
Reading Group 1		
Anna	Shared Story 4	
Bob	Shared Story 4	
Carmen	Shared Story 4	
Dante	Shared Story 5	
Ella	Shared Story 5	Begin at Shared Story 5
Fabian	Shared Story 5	
Gillian	Shared Story 5	
Hector	Shared Story 5	
Inez	Shared Story 6	
Reading group 2		
James	Shared Story 8	
Kayla	Shared Story 9	
Lionel	Shared Story 9	
Monique	Shared Story 9	
Noah	Shared Story 9	
Omar	Shared Story 9	Begin Shared Story 9
Pamela	Shared Story 9	
Ricardo	Shared Story 10	
Shawna	Shared Story 11	
Terrell	Shared Story 13	
Veronica	Shared Story 14	

The Reading Between the Lions Initial Assessment is administered only at the beginning of the school year. For each grading period that follows, the teacher will utilize ongoing classroom data to create reading groups.

Classroom Assessment Data

Once students have been placed in reading groups and instruction begins, teachers will monitor the progress of each student using a wide variety of observational assessments. During the course of the grading period, students are no longer called to one-on-one assessments with the teacher. Reading Between the Lions: Reading Roots 5th Edition accommodates authentic assessment; one in which students' progress is measured and monitored in real-time. Teachers will use a variety of behavioral rubrics as well as verification of discrete data (such as letter sounds and word blending).

Cleo and Theo Record Form

Once students begin Practice with Cleo and Theo with their partners, the program will document their progress in letter-sound correspondence, word blending, fluency, and comprehension. This data suggests what students have been able to demonstrate while working with their partner through the activities in Practice with Cleo and Theo. The data is color coded: blue indicates that there is no evidence for particular skill at this time, red indicates that the skill is not yet mastered, green indicates that the

student has demonstrated this skill in Practice with Cleo and Theo, and a green check mark indicates that the teacher has verified mastery of this skill. The red check mark indicates that the teacher has verified this skill is not yet mastered. This information on this record form is verified by the teachers as they work with students in Shared Story and FastTrack Phonics instruction.

To facilitate this, a **Cleo and Theo Data Collection** form may be printed. Using this form, the teacher can easily verify students' proficiency in Letter Launch (letter-sound correspondence) and Word Blender (word-level blending). Verifying these skills in real-time, as students are actually reading provides for not only verifying the data but also valuable feedback to students as the teacher validates their competency. By having a purpose for teacher-student interaction, teachers and students can move beyond viewing Partner Practice as solely an "activity to complete."

The Cleo and Theo Record Form is just one tool in guiding instruction day-by-day.

FastTrack Phonics Recommendation Report

The FastTrack Phonics Recommendation Report is designed to provide a whole-class look at mastery of letter-sound correspondence as a group. At one glance, the teacher may quickly see which FastTrack Phonics letter sounds have been:

Minimally mastered   0-50% of students (indicated by red)

Partially mastered   51-89% of students (indicated by yellow)

Mastered   90-100% of students (indicated by green)

All percentages are based on verified Practice with Cleo and Theo data. It is recommended that FastTrack Phonics lessons that are partially or minimally mastered should be reviewed before continuing on in the lessons.

The report also outlines the relationship between FastTrack Phonics lessons and the letter-sound focus of Shared Stories. This visual may be used to guide whether or not a group has the phonics skills necessary to be successful at a particular Shared Story and when more practice and review of a letter or letter group sound may be planned into the reading block for additional practice.

The level or mastery for each letter or letter group sound should be used to differentiate Guided Practice in Letter Sound Review on Day 2 of FastTrack Phonics. The interactive software for Letter Sound Review will include the letter sounds for the last ten FastTrack Phonics lessons. However, the Key Cards (posted in a pocket chart near the whiteboard) are meant to be utilized for additional practice as a group before moving to Partner Practice in the Partner Phonics Booklet. The minimally and partially mastered letter sounds on the FastTrack Phonics Recommendation Report should be posted in the pocket chart and reviewed regularly as a class until 90% of students have mastered the letter sound.

FastTrack Phonics Mastery by Student

Much like the FastTrack Phonics Recommendation Report, the FastTrack Phonics Mastery by Student gives an in-depth look at how individual students are progressing in letter-sound correspondence. Its format reflects the FastTrack Phonics Recommendation Report but for only a single student. The information displayed on this report (green— mastered; red—not mastered; gray—no data) is intended for further differentiation

of instruction during Partner Practice on Day 2 of FastTrack Phonics. As the teacher interacts with each partnership, he/she may prompt additional reading of the letter sound using the Partner Phonics Booklet or by bringing the Key Card(s) for that sound with he/she for additional reinforcement of the mnemonic cue of the letter sound.

Shared Story Lesson Record Form

The overarching purpose of the Shared Story Lesson Record Form is to provide insight and documentation of reading skills beyond letter-sound association and decoding skills. The objectives included here shed light on the whole student in the foundational skills of emergent and early reading and their connection to writing.

The Shared Story Lesson Record Form is divided into the following areas:

- Oral Reading
- Writing
- Fluency—Words Correct Per Minute
- Level 4—Story Test
- STaR—Alphie's Question Quiz
- Adventures in Writing
- Homework—Read & Respond Bookmark
- Team Celebration Score

Oral Reading and Writing centers on students' demonstration of skills in genuine reading and writing situations. Objectives for these two areas are documented using the following rubric:

 0—No Evidence

 1—Infrequently

 2—Occasionally

 3—Consistently

As the teacher monitors reading and writing behavior, the rubric score should indicate whether the student exhibits the objective without teacher prompting. This data reflects how firmly a student is transferring her learning from Guided and Partner Practice to individual proficiency. Data for these two areas have multiple opportunities for observation.

	Shared Story	FastTrack Phonics
Oral Reading		
Reads with Accuracy	All lessons: Partner Word and Sentence Reading Guided Practice Lesson: Guided Partner Reading Partner Practice Lesson: Partner Reading Reading Olympics Lesson: Fluency Practice with the Story	Day 2: Read Sounds and Words
Reads Smoothly	Guided Practice Lesson: Guided Partner Reading Partner Practice Lesson: Partner Reading Reading Olympics Lesson: Fluency Practice with the Story	
Retells with Accuracy	Guided Practice Lesson: Guided Partner Reading Partner Practice Lesson: Partner Reading	
Writing		
Uses Sound Spelling in Writing	Partner Practice Lesson: Partner Story Questions	Day 1: Write It Out
Expresses Ideas	Partner Practice Lesson: Partner Story Questions	

There are several options for documenting student proficiency on the Shared Story Lesson Record Form throughout a Shared Story lesson cycle:

- Choose one objective to monitor and document all or most students' proficiency in that objective.
- Choose two or three students to monitor and document all or most objectives for those students.
- Plan with the facilitator or Roots component team which objectives are priorities and agree upon the number of documentations expected in the grading period.

Fluency has just one objective: Reading Olympics: Words Correct per Minute. As the name indicates, this score is collected during the Shared Story Reading Olympics lesson. One opportunity to note a student's words correct per minute is as he or she practices reading the assigned passage with his partner during Fluency Practice with the Story. The teacher may monitor a student's words correct per minute as the partnership counts it up following the student's turn. Another opportunity is during

Reading Olympics Celebration as a random partnership is called to read for one minute and celebrate their success as a class. For each Shared Story lesson cycle, the teacher may record a words correct per minute score for only two or three students.

Level 4—Story Test comes into play as students begin Level 4 of Reading Roots (Shared Stories 38–48). As students are reading more complex text and preparing for 2nd grade level reading, Shared Stories add a Story Test lesson. The Story Test is an individual assessment that requires students to answer two comprehension and two vocabulary questions. Each comprehension question is worth up to three points and each vocabulary question is worth one point each for a total of eight possible points. The score is recorded on the Shared Story Lesson Record Form and is one more indicator of learning transfer. It is expected that teachers analyze the actual Story Tests to determine students' strengths and concerns in comprehension and vocabulary to adjust Shared Story instruction and practice accordingly.

STaR—Alphie's Question Quiz affords a look at how robust students' oral responses are following listening comprehension of higher level text. If a school's Reading Between the Lions: Reading Roots 5th Edition implementation includes STaR (Story Telling and Retelling), this activity and corresponding data point pull together students' listening skills, comprehension, and oral language production. On Day 1 of the STaR lesson, students hear and interact with the STaR story and vocabulary. The culminating activity is Alphie's Question Quiz. Alphie will call one student (or two if there is time) to answer one of his "quiz questions" about the STaR story. The rubric below is used to score the oral response:

Oral-Language Scoring Rubric

0—The student does not respond, or the response does not make sense.

1—The student responds with a word or a phrase that makes sense.

2—The student responds in a complete sentence that makes sense.

3—The student responds in a complete sentence(s) that makes sense and includes details.

Two key factors impact the student's score. One, the student may receive prompting from the teacher to increase her response and therefore her score. Two, a word, phrase, or sentence that "makes sense" does not include grammatical or syntax errors. "Makes sense" is defined in the most literal terms; does the response make sense when answering the question? Alphie's Question Quiz score indicates to the teacher if the student is able to form and state a complete response, not if they are proficient on their own.

Adventures in Writing is a reflection of students' writing to prompts related to either the STaR story or the Shared Story. After planning, drafting, writing, checking, and celebrating their writing, the teacher will provide a score for the writing.

Adventures in Writing Rubric

Students may earn up to three points.

0 points—No Evidence

1 point—Uses a variety of writing strategies

1 point—Expresses complete ideas

1 point—Uses vocabulary from the STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story Lesson Record Form.

Unlike the Oral-Language Scoring Rubric, the Adventures in Writing Rubric is not culminating. In other words, each objective in the rubric does not build on the objective before. The Adventures in Writing Rubric will provide a snapshot of students' ability to connect reading and writing. As teachers analyze the students' compositions, a tally of strengths and needs guides which objective to stress in other writing opportunities throughout Shared Story and Adventures in Writing.

The **Homework—Read & Respond Bookmark** score is a simple 1, 2, 3, or 4. Students are given a Read & Respond Bookmark each Monday and expected to read at home each night until they bring it back to class on Friday. The teacher notes how many nights of reading were signed for by someone at home and records it on the Shared Story Lesson Record Form. This data is helpful in communicating with parents, providing additional resources for students, and informing Parent and Family Involvement teams as they implement initiatives to help families.

The **Team Celebration Score** is calculated on Fridays or at the end of the cycle by tallying up how many pride points each team has earned. The teacher places the colored overlay on the Team Celebration Points poster so that the highest score on the poster aligns with the top of the blue band. Any teams with scores that fall in the blue range are super teams and earn 100 Team Celebration Points on the Shared Story Lesson Record Form. Any teams with scores in the yellow band are great teams and earn 90 Team Celebration points. Likewise, teams in with scores in the red band are good teams and earn 80 Team Celebration points.

The Team Celebration score is a way to celebrate good reading behavior and partner work. In reviewing the Team Celebration scores, teachers should reflect on how and why they award pride points to each team and how they can encourage great and good teams in the next cycle.

Story Achievement Report

The Story Achievement Report is a story-by-story view of students' mastery of Practice with Cleo and Theo activities and the Shared Story Lesson Record Form data for each Shared Story. Mastery of Practice with Cleo and Theo activities are scaled as follows.

Mastery of Story Level Criteria

Letter Launch—80%

Word Blender—80%

Story Quest—80%

WCPM—Expected Words Correct per Minute

The objectives listed under "Teacher Observation Measures" are the same as those on the Shared Story Lesson Record Form. The Story Achievement Report grants teachers the opportunity to note patterns in strengths and concerns at a class level for each Shared Story with Practice with Cleo and Theo data and Shared Story Lesson Record Form scores side-by-side.

Story Achievement Reports are a regular part of grade or component level meetings to examine the progress of each class toward goals and assist in planning lesson pacing to address concerns.

Classroom Assessment Summary

At the end of a grading period, teachers and school leaders can view the Classroom Assessment Summary to note the overall progress of reading classrooms in a summative report. The Classroom Assessment Summary provides a look at students' mastery growth on the Reading Roots Formal Assessment, their expected and actual mastery of Shared Stories on Practice with Cleo and Theo, their fluency words correct per minute, and an average of scores from the Shared Story Lesson Record Forms throughout the quarter.

The information conveyed about each student and reading group on the Classroom Assessment Summary is a keystone for monitoring growth toward school goals, identifying strengths and areas of concern, and validating learner transfer from each of the learning components in Reading Between the Lions: Reading Roots 5th Edition. It also plays a critical role in determining overall mastery for each student and identifying the most appropriate Shared Story for placement in the following grading period. Additionally, the Classroom Assessment Summary may be used at any time during the grading period for progress monitoring.

Student Progress Report

The Reading Roots 5th Edition Student Progress Report affords parents and guardians a summary of how their student is performing in reading class. While informing them about their student's mastery level in Reading Roots, it also offers perspective regarding the expected mastery level as well as easy-to-read explanations of what each score on the Student Progress Report means. Furthermore, it suggests the most appropriate Shared Stories to reread at home for additional practice and book titles to investigate at the local library. The Student Progress Report may be attached to a grading period report card, used in parent-teacher conferences to highlight successes and areas for growth, or printed at any time a parent and teacher desire to communicate regarding a student's progress.

Professional Development and Support

Regular component team meetings and professional development are an integral part of Reading Between the Lions: Reading Roots 5th Edition. The term "component team" refers to all of the teachers implementing Reading Roots. In a school that regroups Roots students across classrooms, the component team may include first grade teachers, specialists, and perhaps a few teachers from another grade level that all teach a Roots group during the reading block. In schools with homeroom only implementation, the component team will include first grade teachers and any other teacher that instructs Roots students during the reading block.

Many schools have schedules in place for grade-level team meetings or Professional Learning Communities. Reading Roots component team meetings may take place in these venues or be scheduled separately when the entire team can meet as one to address the unique needs of Roots students and implementation of Reading Between the Lions. Typically, the SFA Facilitator leads these meetings, although any team member may take that role as the time together is invested in noting successes, identifying areas of concern, determining goals, and creating next steps.

Included in the following pages are sample component team meeting agendas and a self-study that may be conducted as a team or individually as needed. Success for All Foundation coaches are also a resource to determine what to address and provide assistance in planning productive meetings. They may also conduct professional development workshops as a part of their implementation visits throughout the school year. The sample agendas are intended to provide a good start with issues that are typical in the beginning of the school year.

Component Team Meetings

    Sample Agenda 1—Partner and Team Cooperation

    Sample Agenda 2—Pacing Instruction and Lesson Activities
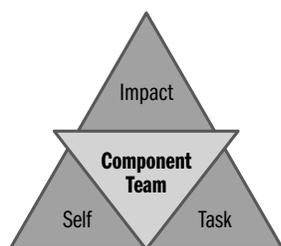
    Sample Agenda 3—Understanding Assessment: Student Scores, Placement, and Instructional Levels

Professional Development Self-Study of Shared Story Level 4

    Part One—The Purpose of Level 4

    Part Two—Boosting Achievement in Level 4

    Guide for Facilitators leading the self-study

READING BETWEEN THE LIONS: READING ROOTS 5TH EDITION COMPONENT TEAM

Partner and Team Cooperation

Bring It Back
- Bring all examples of Team Celebration partner work goals you have set for your reading group.
- Report how many of your student teams are Super, Great, and Good teams each cycle.

Bring It On
- Read or review information in *Reading Between the Lions: Reading Roots 5th Edition Teacher's Guide* sections: Getting Started with Partnerships and Teams as well as Teaching Good Partner Work.
- Use these questions to identify strengths and challenges:
  - Are students able to remember the team partner work goal throughout the entire lesson cycle?
  - Do students use the teacher's feedback and rubric scores to improve both the quality of their partner- and teamwork and as well as individual effort?
  - Do student partnerships understand how to give appropriate feedback?
  - Are the celebration certificates creating motivation for earning pride points for their team?

Work It Out
- Discuss the strengths in your classrooms related to partnerships.
- Share challenges and concerns. What are teachers and students still learning to do consistently?
- List information that is needed, ideas that are not fully understood, or actions that would improve partner and team learning in your classrooms.

Get It Done
- Set a goal.
  Examples: 80% of student teams will earn pride points for Everyone Participates to put them in the range for Super or Great team.
- Commit to implementing actions that will help meet the goal.
  Examples: conducting a brief discussion at the beginning of each Shared Story lesson about what the partner work goal looks like and sounds like; celebrating team and individual performance with certificates and recognition; explaining feedback completely when awarding pride points; improving monitoring of partnerships using the rubric.
- Agree to bring the most recent Story Achievement Reports and any with evidence of meeting the goal to the next component team meeting.

Bring It Up Next
- Decide or confirm the topic and time for the next PLC meeting.
- This topic may be continued, or other possibilities might include: selecting team cooperation goals and related behaviors; strategy-use discussions and feedback; prompting and reinforcing student teams; or pacing instruction and lesson activities.
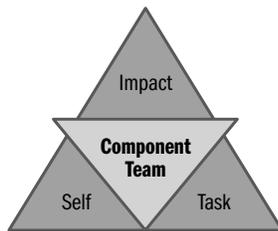
READING BETWEEN THE LIONS: READING ROOTS 5TH EDITION COMPONENT TEAM

Sample Agenda #2

Pacing Instruction and Lesson Activities

Bring It Back

- Bring notes and Story Achievement Reports with evidence that 80% of the student teams are earning pride points for Everyone Participates to put them in Great or Super team range (or whatever goal was determined at the last component team meeting).
- Report how many of your student teams are meeting the goal.

Bring It On

- Review timing goals of 20 minutes per lesson for Shared Story, FastTrack Phonics, Practice with Cleo and Theo, and STaR.
  - Which parts of the lesson are always completed within the timing goals? Which parts consistently take longer? Which timing goals have improved?
  - Which timing goals are not met because my class is still learning cooperative-learning behaviors?
  - Which timing goals would be met more often if I had more experience or time for preparation? Have the reasons for missing timing goals changed?

Work It Out

- Share practices that have made it easier to meet the timing goals.
- Share ideas for managing the lessons when the class runs out of time. Ask the SFAF coach for short-term lesson modifications while teachers are still learning to instruct the program.

Get It Done

- Set a goal.
  Examples: My class will complete all the lesson activities for the Shared Story Guided Practice lesson within the timing goals in the next cycle; I will meet the timing goals for FastTrack Phonics; my students will meet the timing goals for partner practice.
- Commit to implementing actions that will help meet the goal.
  Examples: working with a peer observer to note the time lesson activities are started and ended; identifying short-term valid reasons for missing timing goals and identifying time wasters or unnecessary practices; recording lessons to evaluate use of instructional time; determine when extra time has resulted in improved student practice or performance and when it has not.
- Agree to bring use-of-time notes to the next component team meeting and compare solutions/issues for further problem solving.

Bring It Up Next

- Decide or confirm the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: teaching student routines, understanding teacher procedures, preparing and practicing lesson instruction, managing peer observations, or giving motivating feedback to students.
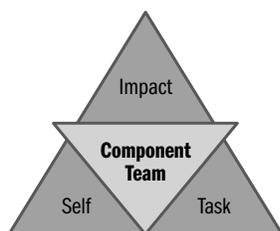
Sample Agenda #3

Understanding Assessment: Student Scores, Placement, and Instructional Levels

Bring It Back
- Bring all Story Achievement Reports from all cycles in the grading period and the Classroom Assessment Summary. Share information about which student scores have improved over time as students acquired more cooperative-learning behaviors and timing goals were realized more often.
- Report how many of your student teams are progressing as desired. Share evidence.

Bring It On
- Listen to the facilitator (and SFAF coach if available) define mastery level, placement, and instructional levels, and the difference between them.
- Review the relationship between classroom scores, test results, and the various reports (Shared Story Lesson Record Form, Story Achievement Report, Practice with Cleo and Theo Record Form etc.).
- Use these categories to generate or share questions about the planning and transition to the next grading period:
  - how student mastery is determined with multiple measures;
  - instruments used for formal assessment at the end of the grading period;
  - opportunities for teacher input about student mastery levels and placement recommendations; and
  - evaluation of student progress, individually and by class.

Work It Out
- Read and clarify together the Directions for the Reading Roots Formal Assessment.
- Review the school's assessment plan, and schedule for the end of the grading period.
- Answer or address as many of the questions generated by teachers as possible.
- Discuss how these four challenges impact one another.

Get It Done
- Set a goal.
  Example: The Reading Roots component team will develop a process for assessing and evaluating students consistently, followed by regrouping in a manner that promotes acceleration for all students.
- Commit to implementing actions that will help to meet the goal.
  Example: Confer with the facilitator about individual student placement by October 29; evaluate the Story Achievement Report, and suggest relationships between classroom measures and the formal assessment; rank students by mastery levels regardless of previous placement; or regroup students and create new multigrade reading groups by reading levels.
- Agree to bring Story Achievement Reports and other summary reports for component team evaluation to the next meeting.

Bring It Up Next
- Decide or confirm the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: understanding formal assessment scores or correlating multiple measures of student performance.

Reading Roots Launching Level 4: A Self-Study Guide for Teachers and Facilitators

Welcome!

You are about to interact with the new self-study format and design of Reading Roots Level 4! This guide is divided into two parts. Part One introduces the new elements of Level 4 and provides practice and reflection opportunities. Part Two explores methods to review and refine instruction to boost student achievement.

By now, you may be a teacher who has just completed the Program Introduction for Reading Between the Lions: Reading Roots 5th Edition or one who has actual classroom experience using this edition. Whatever your experience, the goal of this guided tour is to expand your background knowledge, give you opportunities to reflect upon and discuss Level 4's new additions, and allow you to consider the best ways to implement these additions in your classroom to promote student success.

What's New in Level 4?

- In this level, the stories are interesting and engaging as they take students around the world through fictional and factual text, folktales, and fairy tales.

- Through teacher modeling and classroom practice, students learn challenging vocabulary words, work on fluent reading and word pronunciation, and develop comprehension skills in word meaning and the recognition of important ideas. Oral language and writing skills are also targeted as students prepare for the transition to Reading Wings and second grade level reading.

The following topics are new to the Level 4 curriculum and are addressed in this self-study:

- **Purpose of Level 4**: Level 4 as a transition to Reading Wings
- **Vocabulary**: Development of word-recognition skills for Challenge Words
- **Comprehension**: Advanced development of summarization skills and the Guided Partner Reading process by using the sticky note technique with clarifying strategies
- **What supports your self-study for Level 4?**

- **Reading Roots Launching Level 4: A Self-Study Guide for Teachers and Facilitators**
  This self-study informs you of the purposes, processes, and resources related to the new features of Level 4. The text and video will navigate you through the new additions and provide reflection opportunities and application activities to extend your understanding of the Level 4 curriculum and its implementation. Throughout the text, the following cues and symbols are used to indicate discussion opportunities and how to use the support materials:

> **Reflect and Connect**—For each section, you will be asked to connect to your background knowledge.
>
> **View the Video**—Play and watch the video found on the Success for All Online Resources.
>
> **Lesson Walk**—After viewing the video, you will be asked to reference specific support pages of the Reading Between the Lions: Reading Roots 5th Edition Teacher's Manual, Level 4. Along with a guiding question, these pages will extend your understanding of the topic at hand.
>
> **Let's Talk About It**—At the end of each section, you will be asked to engage in quality discussion and extension activities related to the topic.

- **Reading Roots Launching Level 4 Video**
  The video portion of this guided training demonstrates the new components of Level 4: Vocabulary and Comprehension. This visual aid supports the content in the *Reading Roots Launching Level 4: A Self-Study Guide for Teachers and Facilitators* and will help you learn about the new program as you prepare for and refine your instruction.

- ***Reading Between the Lions: Reading Roots 5th Edition Teacher's Manual, Level 4.***
  The Reading Roots Level 4 manual is used for actual instruction. As you move through the self-study, references to the manual will be made to reinforce the content of each new topic.

- **SFAF Coaches**
  If you have any questions related to the content or training before, during, or after your study, contact your SFAF coach.

How do you get started?

After you finish reading this introduction, read the section "Purpose of Level 4" in this guide. Good luck and let's get started!

<u>Part 1</u>

Purpose of Level 4

Why are there changes in Level 4?

Your students' reading and writing skills have grown rapidly as they have progressed through the first three levels of Reading Roots. In Level 4, longer stories with more challenging vocabulary stimulate growth in reading skills to prepare students for what's to come in higher reading levels.

The Purpose of Level 4

The goal of Level 4 is to prepare students to be successful in Reading Wings and second grade reading level. Many of the structures and processes in Level 4 mirror those that students will see in a Reading Wings classroom. It is critical that implementation of Level 4 be viewed for this purpose. This will ensure success when students transition to Reading Wings. Here we will highlight just a few of the similarities between Level 4 and Reading Wings.

Teamwork

Just as in Wings, the focus of partner work will be on discussion and sharing. During discussions, the students challenge one another to express their understanding of the story and provide evidence to support their thinking.

These teamwork opportunities are designed to help speed up the learning process. This will help prepare students for the rigor of the Reading Wings program. During cooperative learning activities, all the students must be thinking and participating. The students have to try out their skills, explain their thinking to others, and help other students with problems similar to theirs. They cannot be passive observers of the lesson, as the expectation in Reading Wings is that the student discussion will drive instruction and learning. While students are accustomed to working in partnerships (and possibly teams of four) in Levels 1–3, now is the time to grow their ability to expand discussion at the team level. As students are ready, encourage partnerships to share and compare discussion with the other partnership on their team.

Fluency

Fluency continues to be a focus in Level 4 to help students become ready for Reading Wings. Fluency is critical because it frees students to pay attention to understanding what they are reading, rather than figuring out and focusing on individual words. Fluency in Level 4 will continue monitoring reading rate so that students can build the number of words they can read accurately per minute. The most common expectation is that the students read 60 words correctly per minute by the end of first grade. Level 4 fluency practice centers on students integrating previous focus areas of accuracy, smoothness, and expression throughout Partner Practice lessons.

Comprehension

The Shared Stories in Level 4 will increase in difficulty. Therefore, students will break the text into parts over a five day cycle. The cycle in Level 4 is expanded to five days to accommodate lengthier texts. This is similar to what students will do in Reading Wings, reading various parts of the text over the course of the cycle.

New strategies for how to tackle more challenging text are introduced in Level 4. A strategy introduced to help students with more difficult text is the sticky note technique. If students encounter a word that they cannot pronounce or do not know the meaning of, they mark the word with a sticky note. If after consulting with their partners they still cannot read the word, they discuss it as a team. Any unresolved issues are brought to the class for discussion. This process is the same process used in Reading Wings and helps create the foundation for clarifying skills emphasized in early Wings. Summarizing is also expanded in Level 4. Students take the process of using graphic organizers with STaR texts to summarize from Levels 1–3 and apply this same process to Shared Stories. This better prepares students for what they will encounter in Reading Wings classrooms.

As you continue through the rest of the self-study, try to make connections back to these similarities to help of you think of Level 4 as a way to prepare students for a successful transition to Reading Wings.

Reflect and Connect

Share what you already know about Reading Wings and what you would still like to know about Reading Wings in order to help you better implement Level 4 of Reading Roots.

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. . . .

. . . .

Vocabulary

Developing Vocabulary in Reading Roots

The purpose of vocabulary presentation and practice in this edition is to develop word-recognition strategies and improve story comprehension.

Reflect and Connect

Describe how vocabulary is currently developed in your classroom.

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. . . .

. . . .

In Level 4, teachers and students continue to rehearse skills such as sound blending and chunking familiar word parts during the presentation of Green Words, Red Words, and vocabulary pictures. They continue to apply their word skills during Partner Word Reading, Guided Partner Reading, and Partner Reading, and then media support is embedded in each lesson.

In the Level 4, more vocabulary-building opportunities are provided.

- The presentation of Location Words prepares students to read by giving them information and concepts about the place they will explore in the upcoming Shared Story.

- Their skills are also expanded as they work with stories that contain more complex vocabulary—vocabulary called Challenge Words.

- Students demonstrate their word-recognition skills as part of their Story Test.

Challenge Words

Student vocabulary skills need to be pushed beyond simple sound blending. This "challenge" begins to take place in the last stage of Reading Roots as students are taught strategies for reading more complex vocabulary. This vocabulary is not always phonetically regular, requires some thinking, and sometimes needs vowel-sound adjustments. Teaching, modeling, and guiding the practice of these trickier strategies is necessary for students to be successful with these words.

Assessing Vocabulary: Story Test

Students demonstrate their understanding of vocabulary use as part of the Story Test. The Story Test is made up of four questions; two questions assess comprehension, and two assess vocabulary. The vocabulary portion of this test includes multiple choice and cloze sentence formats. Again, students' individual results are used to determine the team scores.

Lesson Walk

Scan the Shared Story Lessons 39 and 44 in the *Reading Between the Lions: Reading Roots 5th Edition Teacher's Manual, Level 4.*

> Describe how word-pronunciation and word-meaning skills are developed in Level 4 vocabulary activities. How is this similar to Levels 1–3? How is this different?
>
> Introduction Lesson *Previewing the Story, Word Presentation, and Partner Word Reading*
>
> Story Test Lesson *Story Test vocabulary questions and answers*

Vocabulary

1. During the presentation of Challenge Words, how are word pronunciation and meaning taught and modeled? How do these teaching and modeling strategies influence vocabulary development?

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....

....

2. Where do students have the opportunity to practice their word-recognition skills? What is the role of the teacher as students practice?

....

....

....

3. What types of information does the Story Test in Level 4 provide us about a student's vocabulary development? How will information from these assessments influence our instructional planning for subsequent lessons?

....

....

....

4. How does vocabulary development in Level 4 affect students' fluency? How does it affect students' comprehension?

....

....

....

Comprehension

Building Reading Comprehension Strategies in Reading Roots

Comprehension strategies are developed throughout the Reading Roots curriculum. For example, students are asked to:

- *predict* before, during, and after reading;
- answer simple *questions* about the setting, as well as complex questions about the characters' feelings;

- use the *summarizing* strategy by identifying important story elements and retelling what they have read; and

- monitor their understanding by stopping and *clarifying* when they do not understand the pronunciation or meaning of a word; and

- apply Metacognitive Strategies to their reading.

- **Reflect and Connect**

  Describe how predicting, clarifying, summarizing, and questioning strategies are currently developed in your classroom.

Predicting	**Clarifying**
Summarizing	**Questioning**

Building Reading Comprehension Strategies in Level 4

Reading comprehension strategies continue to be strengthened in Level 4; however, an emphasis is now placed on developing advanced clarifying and summarizing skills. Specific opportunities for developing these critical comprehension strategies occur during Guided Partner Reading and Summarization during the Story Test Lesson.

Guided Partner Reading

The process for Guided Partner Reading is scaffolded throughout the Reading Roots curriculum. By the end of Level 3, partners are reading to each other; assisting with their "Stuck?" strategies, such as Sound It Out and Finger Detective; and retelling after reading. A similar process for Guided Partner Reading continues in Level 4; however, students also use their "Still Stuck?" strategies. What does this entail?

When a student identifies a word that he or she cannot pronounce or understand, he or she follows the following process:

1. The student puts a sticky note on the word.
2. He or she asks his or her partner to help resolve the "sticky situation."
3. Then, the partner uses his or her "Stuck" strategies to figure out the word.
4. If neither partner can figure the word out, the partnership asks other partnerships for help.
5. If the other partnerships cannot help, the class works together to fix the problem.

When a student identifies a problematic word with a sticky note and resolves it successfully, he or she checkmarks the sticky note to indicate that the problem has been resolved.

The importance of using the sticky notes is to call attention to the process of resolving comprehension issues—the self-monitoring of strategies needed for independent and strategic reading.

Summarization

Before students enter Level 4, they have had many hours of practice with important skills related to the summarizing strategy. These skills include retelling during Guided Partner Reading and identifying essentials of literature during activities such as STaR. Practice of these skills continues in Level 4, but the students also learn to identify and organize main ideas and supporting details for informational text and identify important story elements in literature. This teaching and guided practice is done during Summarization on the fifth lesson in the cycle.

View the Video on SFAF Online Resources:

Level 4 Comprehension

Lesson Walk

Scan Shared Story Lessons 39 and 44 in the *Reading Between the Lions: Reading Roots 5th Edition Teacher's Manual, Level 4.*

> Describe how Guided Partner Reading and Summarization strategies are practiced in Level 4.
>
> Shared Story Lessons 39 and 44   *Guided Partner Reading*
>
> Shared Story 39 (literature)   *Story Test Lesson—Summarization*
>
> Shared Story 44 (informational text)

Let's Talk About It

Comprehension

1. What is the importance of modeling and monitoring during Guided Partner Reading in Level 4?

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2. How does using the sticky note technique during Guided Partner Reading influence the students' comprehension?

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    . . . .

    . . . .

3. Why is it important for the teacher to model using the Think Aloud strategy during the Summarization activity?

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    . . . .

    . . . .

4. How do you see the development of comprehension strategies during Guided Partner Reading and Summarization improving students' Story Test and Adventures in Writing scores?

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    . . . .

    . . . .

Boosting Student Achievement in Level 4

Once you have learned the basics of Level 4 and put the new elements of the curriculum into practice, you can focus on the ongoing process of refining your teaching strategies and improving student achievement in reading. This is done by engaging in productive and meaningful staff-development sessions and responding directly to data that indicates students' strengths and needs.

How can staff development improve student achievement in Level 4?

Professional development is the key to boosting student achievement in reading. Most likely the experience of working with your colleagues to learn the new elements of Level 4 was both enriching and productive. Being able to discuss, reflect upon, and rehearse new concepts, while examining how these ideas are developed through instruction and how they affect student progress, are essential parts of the implementation of Reading Roots.

Reflect and Connect

Describe how staff development is currently conducted in your school. How does this time spent together with your colleagues influence student achievement in reading?

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How do I determine students' strengths and needs in Level 4?

We determine students' strengths and needs by monitoring their progress in the goal areas specified on the Reading Roots Story Achievement Report and Classroom Assessment Summary. The data that we chart on this summative report informs us about students' mastery of skills and strategies. To create a true picture of what a student has learned at the end of each quarter, we monitor student progress in these goal areas both daily and weekly.

Reflect and Connect

Describe how you have used the Story Achievement Report and Classroom Assessment Summary to articulate students' strengths and/or needs in reading.

How have the data that you charted daily and weekly shaped your summarization of students' performance in reading on the Story Achievement Report?

How can staff development and the monitoring of students' strengths and needs be combined to boost student achievement in Level 4?

As part of your implementation of the Level 4 curriculum, you will create time during your teaching to monitor student progress. Then, you will take your progress reports to your component team meetings, where you can work with others to improve targeted goal areas. To conduct both of these activities in a meaningful way, you can take the following steps:

1. Determine/Assess a targeted goal area.

   Each component team meeting will explore a specific targeted goal area. But how do you determine a goal area?

   - A targeted goal area is based on student mastery of the desired student outcomes indicated on the Story Achievement Report.

   - Level of mastery for the goal area is determined and validated by teacher observation and informal data collection (e.g., students' fluency skills, word-identification strategies, retelling skills).

Let's Talk About It

Using information from your classroom observations and data, what goal area(s) are strengths of student reading? What area(s) need improvement? Why? (Consider both individual student and class data.)

Strength(s):

....

....

....

Need(s):

....

....

....

2. Review/Overview the targeted objective.

   Once the component team has determined the targeted objective, allow time for discussion, understanding, or review of the skills or strategies related to that goal area. This can be done by:

   - revisiting relevant parts of the *Reading Roots Launching Level 4 self-study*; and

   - sharing suggestions and expertise about how to address challenges related to the targeted objective.

3. Identify classroom data to be collected.

   After you have determined a targeted objective and have a clear understanding of the related skills, carry out the following steps:

   • Frequently assess (using a checklist) how students are progressing with the goal, according to the rubrics on the Story Achievement Report.

   • The concrete and measurable data of the rubrics allows you the opportunity to evaluate daily and weekly student progress in the goal area.

Let's Talk About It

What is your determined goal area?

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• Develop a checklist to monitor student progress in the targeted goal area. Include the targeted goal area, the skills related to the goal area according to the rubrics on the Story Achievement Report, and your students' names.

• How do you see yourself managing your observations and data collection on the monitoring checklist for your targeted goal area?

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Determine how you will teach, model, guide practice, provide feedback, and celebrate the targeted goal.

After determining the skills that you need to observe, think about what your instruction and the student practice will look like throughout the Level 4 lesson. As you do this, ask yourself the following questions:

• What skill level are my students performing at with regard to the targeted goal area?

• How might I scaffold my students from low to high levels of skill use?

• How will I account for the varying levels of skill use in my classroom? How will I address this in my teaching? How will I support student partnerships?

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- How will you teach, model, guide practice, provide feedback, and celebrate progress in the targeted goal area?

Targeted Goal Area	
Teach	
Model	
Guide Practice	
Provide Feedback	
Celebrate	

Refining Level 4 Implementation

In the previous exercises, you and your colleagues defined your *first* targeted goal area and planned for instruction and management of your data collection. As you return to your classrooms and conduct and record your observations, you will gain a greater understanding of how your students are doing in this targeted goal area. This information can give you a clear picture of how to refine your instruction and support student practice.

When you go to your next component team meeting, use this data to determine whether you should continue to focus on the current goal or move to another one. Again, this is the process that you will follow from week to week as you meet with your colleagues.

1. Determine/Assess a targeted goal area.
2. Review/Overview the targeted objective.
3. Identify and prepare for classroom data to be collected.
4. Determine how you will teach, model, guide practice, provide feedback, and celebrate the targeted goal area.

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<u>**For Facilitators and Instructional Coaches**</u>

Getting Started

You have been assigned to support your colleagues as they move through the self-study for Reading Roots Level 4. Your role is to:

- arrange for the self-study;
- facilitate the learning process; and
- play a part in following up with the implementation of the Level 4 curriculum.

Take time to read the entire *Reading Roots Launching Level 4: A Self-Study Guide for Teachers and Facilitators* before you introduce the self-study. Thoughtful preparation will help you to support your colleagues so that they have a positive and productive experience.

Facilitating the learning of the new features of the Level 4 curriculum is the first step in your journey, and refining your instructional practice will follow. This is why the self-study guide is divided into two parts:

I. Purpose of Level 4

Part One presents the new features of the Level 4 curriculum. This part begins with an introductory section, and then focuses on developing an understanding of how team cooperation, fluency, vocabulary, and comprehension are developed in the Level 4 classroom. The text and media support materials introduce and explain the new content to teachers. Opportunities to discuss and process the material are included so that understanding of the new content is extended and applied. The goal of Part One is to develop a basic understanding of the new features of the lessons so that teachers are able to make a smooth, comfortable transition into this level of the reading program.

II. Boosting Student Achievement in Level 4

Once teachers are introduced to the new features of Level 4 and have put these into practice in their classrooms, they will be ready to discuss how to refine instruction and improve student achievement in Level 4. Part Two is a follow up to the initial learning of content and provides a framework for component team meetings. This framework establishes opportunities for continual reflection on teacher practice and student achievement of desired student outcomes in Reading Roots Level 4.

How do I arrange for the Reading Roots Launching Level 4 self-study?

Your prerequisite for this self-study for Level 4 is the Program Introduction for Reading Roots. Therefore, it might be the beginning of the school year, so your colleagues have just received the program introduction, or school might already be underway, so your colleagues have experience teaching the Reading Roots curriculum itself. Regardless of their level of exposure, the teachers are now assigned to groups of Level 4 readers who are ready to make the transition from Reading Roots to Reading Wings. After reading this guide you will need to schedule the self-study and organize your materials.

Scheduling

Together with your SFAF coach and your school administrator, you will need to plan in advance to schedule Part One of this self-study, Launching Level 4. There are a couple ways to do this:

- Allow for one full day of self-study (4–6 hours) before the teachers begin Level 4 instruction. This could take place on a professional development day, or it may require the support of substitute teachers. During this time you would provide a clear agenda so that you and your colleagues can move through the entire self-study, including ample time for processing and planning. This will provide time for teachers to discuss and ask questions as they move through the self-study.

- Conduct the self-study over several component or grade level team meetings, prior to the teachers beginning Level 4 instruction. Planning times during the school day generally are 30–60 minutes. If you choose to conduct the self-study during the school day, you will need to commit several planning sessions to the staff (e.g., if the planning time is 30 minutes, teachers will need several planning sessions). You and your SFAF coach will work together to develop an agenda that clearly outlines the "chunks of content" to learn and processes each day. Be sure to plan time for teachers to meet after completing each section to discuss and ask questions.

Materials

Discuss with your SFAF coach how to order and organize the materials needed before the self-study for Level 4. You will need to prepare and/or distribute the following materials to your colleagues:

Reading Roots Launching Level 4: A Self-Study Guide for Teachers and Facilitators
This guide is a blackline master and should be copied for each person participating in the self-study for Level 4.

Reading Roots Launching Level 4 Video
The video is to be used as suggested in the teacher section of this guide during the introductory session and thereafter for review and refinement of the Level 4 curriculum. The video can be found on SFAF Online Resources.

Reading Between the Lions: Reading Roots 5th Edition Teacher's Manual, Level 4.

- The manual for Level 4 is included in the materials sent to your school at the beginning of implementation.
- Each teacher must have his or her own Level 4 manual prior to the self-study and classroom implementation.

The pre-planning done with your SFAF consultant prior to the self-study will ensure a positive and productive experience with your teachers as they learn the new content of Reading Roots Level 4.

Getting the Most Out of Your Self-Study

You are becoming more familiar with the material and content that you have been exploring with your colleagues. Most likely you are thinking about making a schedule, developing an agenda, and confirming these with your SFAF coach and school administration. Before you do this, read about the new features of Reading Roots Level 4 in Part One of this guide, and consider ways to best facilitate the self-study.

What does my role as the facilitator or Instructional Coach of the self-study for Reading Roots Level 4 entail?

Pre-planning and Preparation

Developing an agenda for introducing the self-study and distributing the materials prior to the self-study was your first step.

Planning for a Positive Learning Environment

You will want to establish an environment in which teachers can reflect on their professional experiences, process new information, and clarify their understanding throughout the self-study. Here are some suggestions for establishing this positive environment:

- Prior to the self-study designate strong and supportive partnerships and teams.
- Take 15 minutes at the introduction of the self-study for a fun team-building or icebreaker activity.
- Often, the SFAF facilitator is solely responsible for conducting staff development. Instead, help the teaching staff become empowered with their own learning by giving them the responsibility of leading the self-study.

Involving Everyone in the Learning Process

You may have a small or large group of teachers in your self-study session. Whatever the group size, consider how you can get all teachers involved in the learning process. Here are some tips.

- Set clear expectations, in advance, for discussion and teacher involvement in the self-study.
- Encourage teachers to meet (or schedule time to meet) and share their experiences with, reflections on, and responses to processing activities in partnerships, teams, and the whole group.

- Provide opportunities for asking questions and expressing concerns so that your colleagues stay focused on the self-study goals, yet have an opportunity to express and process their apprehension.

- Since the self-study and subsequent component team meetings are specific to curriculum practices, explore the possibility of considering these sessions for recertification credits with your district reading supervisor.

Working to see that the self-study for Launching Level 4 is a positive experience will boost teachers' learning, encourage more productive work relationships between teachers, and ultimately have an effect on student achievement in reading.

Following Up With Implementation of the Level 4 Curriculum

After you and your colleagues have completed Part One of this self-study and what you have learned has been put into practice, you are ready to refine your implementation. If yours is an experienced school, you might turn your focus to refinement immediately. However, if yours is a new school, you may need some time putting what you have learned into practice before beginning Part Two of the self-study, which aims to refine instruction and boost student achievement in reading.

What are the goals of Part Two of the self-study?

The goals of Part Two are to:

- increase the quality and consistency of staff development sessions;

- improve analysis of students' strengths and needs based on both informal and formal program data;

- determine goal areas based on this data analysis; and

- strengthen instructional practice.

How is the content organized in this next part?

You will notice that the goals of this part are addressed at the beginning. Teachers then have an opportunity to reflect on their background experience with staff development and then use mastery data on the Reading Roots Story Achievement Report and Classroom Assessment Summary.* The teachers then move through a process to determine a targeted goal area, review related skills and strategies, identify how and when they will monitor student progress, and identify how their instruction will address this goal.

* *Note: As you reflect on the second question in Part Two, "How do I determine students' strengths and needs in Level 4?", be particularly mindful of your colleagues' levels of familiarity with the Story Achievement Report and Classroom Assessment Summary. Know that it would be valuable to spend a component team meeting on the content of these reporting instruments and how they are used before beginning Part Two of the school-based training. Your SFAF coach is an excellent resource for discussing what focusing a component team meeting on reviewing the reports might entail.*

How do I facilitate this next part?

Move through the self-study, again considering the following in order to get the most out of what is now your component team meeting:

- Determine if the SFAF facilitator or a team leader will facilitate the component team meeting that will serve as a follow-up for Part Two.
- Develop and distribute an agenda prior to the meeting.
- Specify and distribute all related materials in advance (e.g., manuals, data, the video for review).
- Plan for a positive learning environment.
- Involve everyone in the learning process.

In addition, you might consider the following:

Focusing on Teacher Needs

Both you and your colleagues will be observing and monitoring implementation of Level 4. Allow these efforts to serve as a guide when setting the agenda and establishing the targeted goal area for the first and subsequent component team meetings.

Know that teachers might need more than one component team meeting to reflect on and refine practice for more challenging targeted goal areas, such as using the sticky note technique during Guided Partner Reading to improve use of clarifying skills. For activities of this scope, allow your data to be your guide. If students are progressing, then you know it is time to move on to another goal area. If students are still struggling, remain with this goal area for a few weeks.

Also encourage teachers to:
- share successes and products that are a result of their Level 4 implementation;
- problem solve for specific areas of implementation in partnerships, teams, and larger groups;
- submit their questions before meetings to make planning more effective;
- keep a journal of reflections, notes, and class products to build handy reference guides;
- share journal reflections, notes, and class products; and
- plan interventions for their classrooms, and measure progress in specific student outcomes.

Setting Expectations for Classroom Implementation

As you monitor classrooms, focus on goal areas that were targeted during the Level 4 component team meetings, and be aware of the individual goals that teachers have set for implementation in their own classrooms.

Supporting Your Level 4 Experience

The Success for All Foundation wants your colleagues and their students to have a positive experience in Level 4. Your SFAF coach is committed to assisting you throughout the entire self-study process. Be certain to stay in touch by phone or e-mail so your SFAF coach can help you with any questions, concerns, or needs that arise. We also want to know to what extent the support materials for the self-study affected your implementation of Level 4.

Checklist for the Self-Study

Part One: Purpose of Level 4

☐ Teachers have been trained in Reading Roots.

☐ To prepare for facilitating the self-study, I have read the guide and watched the video for the SFAF facilitators/team leaders self-study.

☐ I have communicated with my SFAF coach have been held before introducing the self-study to clarify content.

☐ The schedule and agenda has been developed prior to the self-study session for Level 4.

☐ The schedule and agenda for the introduction meeting of the self-study for Level 4 have been confirmed by my school administration.

☐ The district reading supervisor has been contacted to see if the staff can receive certification points for the Level 4 self-study.

☐ Teachers have been provided with the agenda and the materials for the self-study prior to the day of training.

☐ Strong and supportive partnerships have been pre-assigned.

☐ A team-building or icebreaker activity has been planned.

☐ Expectations for discussion and participation have been communicated to the teachers.

Part Two: Boosting Student Achievement in Level 4

☐ Teachers have had a chance to process and teach the new features of Level 4 and are ready to reflect on their instruction and its effect on student learning.

☐ Teachers are familiar with the Reading Roots Story Achievement Report, Classroom Assessment Summary, and the goals of informal monitoring (e.g., for Fluency or FastTrack Phonics).

☐ An agenda has been developed, and materials will be distributed prior to the first component team meeting concerning using Part Two of the Level 4 self-study.

☐ In subsequent Level 4 component team meetings, an agenda will be developed based on teacher (and student) needs in Level 4. Materials will be specified based on the topic of the component team meeting. Both will be distributed in advance.

☐ Strong and supportive partnerships have been pre-assigned.

☐ Expectations for discussion and participation have been communicated to the teachers.

☐ Plans for monitoring classroom implementation have been shared with the teachers and focused on the targeted goal area (or their individual goal areas).

☐ I have contacted my SFAF coach and school administration with questions about conducting quality component team meetings.

☐ Results of our component team meeting have been documented.

Materials

FastTrack Phonics

- Letter-Blending Cards, Decks 1 and 2
- Key Cards, Wall Set
- Phonics Key and Letter Cards set
- *FastTrack Phonics Teacher's Manual*
- FastTrack Phonics Placemats
- FastTrack Phonics Placemat Poster
- FastTrack Phonics Partner Phonics Booklets 1–8
- English Alphabet Letter Strips
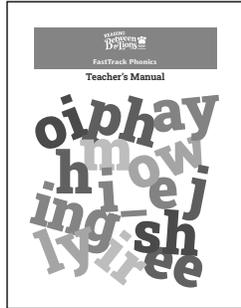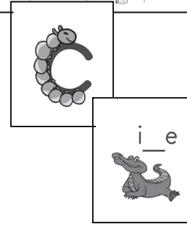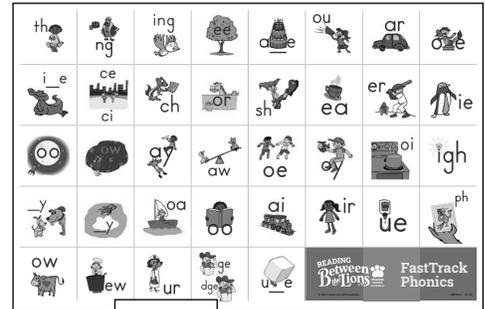
Shared Story

- *Shared Story Teacher's Manual*—Levels 1–4
- Reading Roots Word Cards
- Reading Roots Shared Stories (4–48) Teacher Set
- Reading Roots Shared Stories (4–48) Student Set
- Story Star/Idea Tree Poster
- Story Map Poster
- Student Cue Cards
- Reading Celebration Certificate
- Read & Respond Bookmarks
- Reading Roots Story Test Booklet, Level 4
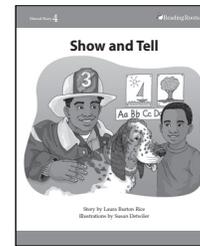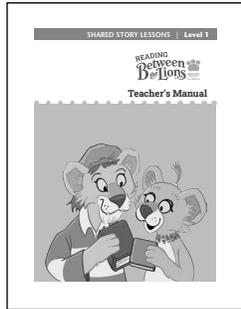
STaR

- *STaR Teacher's Manual, Volume 1*
- *STaR Teacher's Manual, Volume 2*
- STaR Book Set
- Story Star/Idea Tree Poster (also used in Level 4 Shared Stories)
- Story Map Poster (also used in Level 4 Shared Stories)
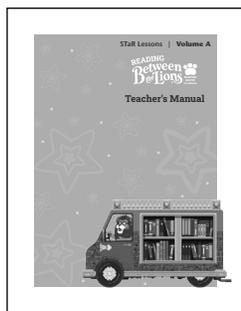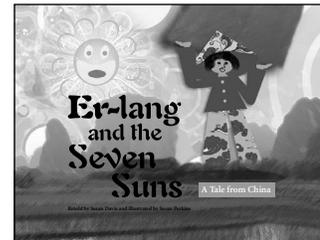
General

- Alphie the Alligator puppet
- Team Celebration Points Poster Kit
- Reading Roots Formal Assessment Packet

Teacher Acquired

- Pocket Chart
- Writing paper or journals
- Chart paper or dry erase board

Appendix

Desired Student Outcomes in Reading Roots

Oral Language and Vocabulary

✔ speaks in elaborated sentences using complex vocabulary

✔ connects ideas and experiences with partner discussions

Phonemic Awareness

✔ hears and manipulates sounds and syllables in words
  - auditory sound and syllable blending
  - auditory and syllable segmentation

Word Skills

✔ uses letter-sound correspondence

✔ blends sounds and syllables to read words

✔ writes sounds

✔ writes words

✔ recognizes sight words

Fluency and Tracking

✔ reads smoothly and accurately with expression

✔ uses appropriate emphasis and inflection

✔ reads with one-to-one correspondence, without losing place or skipping words

Comprehension

✔ identifies story elements in literature

✔ identifies main idea/detail in informational text

✔ previews

✔ makes predictions

✔ monitors for meaning

✔ retells what is read

✔ uses context clues

✔ recognizes and self-corrects errors

Writing—Sentence Level

✔ writes in complete sentences

✔ addresses question asked or responds to writing prompt

Shared Story Instructional Process

	Introduction	Guided Practice	Partner Practice	Reading Olympics
Cooperative Learning	Team Celebration			Goal Setting
Vocabulary Metacognitive Strategies Comprehension	Preview the Story			
Vocabulary Word Skills	Word Presentation			
Word Skills Fluency	Partner Word and Sentence Reading	Partner Word and Sentence Reading	Partner Word and Sentence Reading	Partner Word and Sentence Reading
Cooperative Learning	Partner Practice Celebration	Partner Practice Celebration	Partner Practice Celebration	Partner Practice Celebration
Metacognitive Strategies	Strategy Introduction (Shared Story 4, 8, 10, 15, 16, 17, 19, 22, 26, 30, 32, 35, 38, 40)	Strategy Review	Strategy Application	
Fluency Vocabulary Comprehension		Guided Partner Reading	Partner Reading	Fluency Practice with the Story
Vocabulary Comprehension		Discussion Questions	Partner Story Questions	
Fluency			All Together Now	Reading Olympics Celebration

Shared Story and FastTrack Phonics

Shared Story Level 1

Shared Story Lesson	Shared Story Title	SS Sound	FTP Lesson	FTP Sound	Number of Days
			1	m	1
			2	a	1
			3	s	1
			4	d	1
4	Show and Tell	d			
			5	t	1
			6	i	1
			7	n	1
5	A Card for Dad	t			
			8	o	1
			9	p	1
6	Miss Sid Meets Sad Sam	i			
			10	g	2
			11	e	2
7	The Ice Cream Man	n			
			12	c	2
			13	k, ck	2
			14	l	2
8	Pit-Pat	p			
			15	u	2
			16	r	2
9	A Game of Tag at the Farm	g			
			17	st, sp	1
			18	h	2
10	The Painters	o			
			19	b	2
11	The Costume Party	c			
			20	f	2
			21	th	2
12	Kim's Visit	k, ck			
			22	_nt, _nd	1
			23	x	2
			24	w	2
13	The Field Trip	_nt, _nd			
			25	sk, sm, sn, sw	1
14	The Rainy Day	u			
			26	ng, _ing	2
15	The Mysterious Song	ng			
			27	ee	2

Shared Story and FastTrack Phonics

Shared Story Level 2

Shared Story Lesson	Shared Story Title	SS Sound	FTP Lesson	FTP Sound	Number of Days
16	The Class Trip	s-cons blends			
			28	_ed	1
17	Bug Alert!	b			
			29	a_e	2
18	Fang	f			
			30	ou (out)	2
			31	ar	2
19	The Pest in the Tent	e			
			32	o_e	2
			33	i_e	2
20	May I Borrow Your Ice Cream?	l			
			34	bl, cl, fl	1
			35	gl, pl, sl	1
21	The Noisy Morning	l-cons blends			
			36	c (ice)	2
			37	ch	2
22	Hiccups	h			
			38	cr, dr, gr	1
			39	pr, tr	1
			40	or	2
			41	sh	2
23	Fish in Class	sh			
			42	y	2
24	Late!	r			
			43	ea (tea)	2
			44	er	2
25	And Then What Happened?	ee, ea			
			45	_lp, _mp, _ft	1

Scope and Sequence
Shared Story and FastTrack Phonics

Shared Story Level 3

Shared Story Lesson	Shared Story Title	SS Sound	FTP Lesson	FTP Sound	Number of Days
26	Let's Go Fishing	r-con blends			
			46	j	2
27	The Camping Trip	_lp, _mp, _ft			
			47	v	2
			48	ie	2
28	Is There an Alligator in the Pond?	j			
			49	oo (moon)	2
			50	ow (snow)	2
29	Leaves Fall	v			
			51	ay	2
30	Cupcakes	a_e			
			52	aw	2
31	Ride a Bike	i_e			
			53	oe	1
32	Home with a Cold	o_e, oe			
			54	oy	2
			55	oi	2
33	Slippery Steps	y			
			56	igh	2
			57	_y (puppy)	2
34	The Ice Storm	c (ice)			
			58	_y (fly)	2
35	Did That Tree Eat My Kite?	ch			
			59	oa	2
			60	oo (book)	2
36	Who Is Wilfred?	w			
			61	ai	2
			62	ir	2
			63	ue	2
37	Planting Seeds in May	ay, ai			
			64	"_ed, _ing (silent e)"	1

Shared Story and FastTrack Phonics

Shared Story Level 4

Shared Story Lesson	Shared Story Title	SS Sound	FTP Lesson	FTP Sound	Number of Days
38	The Land of the Midnight Sun	aw			
			65	z	2
			66	q	2
39	The Three Wishes	th			
			67	ould	1
40	The Artists of Benin City	qu			
			68	tch	1
			69	ph	1
41	Anansi, the Spider	ight, ould			
			70	ow (cow)	2
42	A Farm in China	oo (moon)			
			71	ew	1
43	Woo Zen, a Cinderella Story	z			
			72	Long a sounds	3
44	A Trip to the Inca Kingdom	oa, ow			
			73	ur	2
			74	ge, dge	1
45	The Magic Lake	x			
			75	u_e	2
			76	Long e sounds	3
46	Pen Pals in the U.S.A.	oo (book)			
			77	Long i sounds	3
47	How Turtle Flew South for the Winter	ir, ur, or, ar, er			
			78	Long o sounds	3
			79	Long u sounds	3
48	Paul Bunyan's Pancakes	u_e			
			80	Review	

Scope and Sequence

Shared Story Skills

Each of the Reading Roots Shared Stories focuses on various reading skills and strategies. The list below identifies where skills are introduced for the first time.

Level 1

Shared Story Number	Letter Focus	Title	Skill
4	d	*Show and Tell*	Previewing Understanding the concept of a sentence Using periods at the end of sentences
5	t	*A Card for Dad*	Using periods correctly
6	i	*Miss Sid Meets Sad Sam*	Recognizing exclamation points Recognizing question marks
7	n	*The Ice Cream Man*	
8	p	*Pit-Pat*	Predicting Adding "s" to third person verbs
9	g	*A Game of Tag at the Farm*	
10	o	*The Painters*	
11	c	*The Costume Party*	Understanding the use of quotation marks
12	k, ck	*Kim's Visit*	
13	_nt, _nd	*The Field Trip*	
14	u	*The Rainy Day*	
15	ng	*The Mysterious Song*	Adding "ing" to the end of a verb

Shared Story Skills

Level 2

Shared Story Number	Letter Focus	Title	Skill
16	"s__" s blended with other consonants	*The Class Trip*	Introducing the word pattern "_all"
17	b	*Bug Alert!*	Understanding the prefix "un"
18	f	*Fang*	Identifying and describing new characters
19	e	*The Pest in the Tent*	Understanding the past tense "ed" ending
20	l	*May I Borrow Your Ice Cream?*	Introducing the contraction "I'll"
21	"__l" l blended with other consonants	*The Noisy Morning*	Recognizing "ed" and "ing" endings on verbs
22	h	*Hiccups*	Understanding the use of parentheses
23	sh	*Fish in Class*	Introducing the word pattern "_all"
24	r	*Late!*	
25	ee, ea	*And Then What Happened?*	Understanding the tall tale genre

Shared Story Skills

Level 3

Shared Story Number	Letter Focus	Title	Skill
26	"__r" r blended with other consonants	*Let's Go Fishing*	Introducing contractions Identifying and discussing story setting Introducing question words "who," "where," and "what"
27	_lp, _mp, _ft	*The Camping Trip*	Practicing consonant blends
28	j	*Is There an Alligator in the Pond?*	
29	v	*Leaves Fall*	
30	a__e	*Cupcakes*	
31	i__e	*Ride a Bike*	
32	o__e, oe	*Home with a Cold*	
33	y	*Slippery Steps*	
34	soft c	*The Ice Storm*	
35	ch	*Did That Tree Eat My Kite?*	
36	w	*Who Is Wilfred?*	
37	ay, ai	*Planting Seeds in May*	

Shared Story Skills

Level 4

Shared Story Number	Letter Focus	Title	Skill
38	aw	*The Land of the Midnight Sun*	Understanding geographical information Getting factual information from text Summarizing to identify main ideas Understanding paragraphs Understanding "est" ending
39	th	*The Three Wishes*	Recognizing fairy tale genre Understanding and describing narrative story plot Understanding comparisons with "more than" and "less than" Discriminating "there" and "their" Using prefix "dis"
40	qu	*The Artists of Benin City*	Changing "y" to "i" before adding "es"
41	-ight, -ould	*Anansi, the Spider*	Recognizing folktale genre
42	oo (moon)	*A Farm in China*	
43	z	*Woo Zen, a Cinderella Story*	Recognizing fairy tale genre
44	oa (boat) ow (blow)	*A Trip to the Inca Kingdom*	Understanding historical information
45	x	*The Magic Lake*	Recognizing legend genre
46	oo (book)	*Pen Pals in the U.S.A.*	
47	ir, or, ar, er, ur	*How Turtle Flew South for the Winter*	
48	u__e, ue	*Paul Bunyan's Pancakes*	

Scope and Sequence

Metacognitive Strategies

Each of the Reading Roots Shared Stories focuses on a metacognitive strategy. The list below identifies where strategies are introduced for the first time.

Strategy	Shared Story
Sound It Out	4
Finger Detective	8
Previewing	10
Finger Detective: Word Parts—Endings (-ing)	15
Monitoring for Meaning	16
Finger Detective: Word Parts—Beginnings (un-)	17
Finger Detective: Word Parts—Endings (-ed)	19
Read Again and Think	22
Summarizing (narrative text)	26
Finger Detective: Compound Words	30
Read On and Think	32
Finger Detective: Base Word and Endings	35
Clarifying	38
Summarizing (expository text)	40

Partner Story Question Types

Shared Story	Partner Story Question Types
Level 1	
4–5	3 Yes/No
6–9	2 Yes/No 1 Short Constructed Response with Sentence Starter
10–15	3 Yes/No 1 Short Constructed Response
Level 2	
16–25	4 Short Constructed Response
Level 3	
26–29	3 Multiple Choice (a or b) 1 Short Constructed Response
30	1 Multiple Choice (a or b) 3 Short Constructed Response
31	2 Multiple Choice (a or b) 3 Short Constructed Response
32–33	1 Multiple Choice (a or b) 4 Short Constructed Response
34–37	5 Short Constructed Response
Level 4	
38–40	3 Short Constructed Response 3 Cloze Sentence
41–47	3 Short Constructed Response 3 Multiple Choice (a, b, or c)
48	3 Short Constructed Response 1 Cloze Sentence 2 Multiple Choice (a, b, or c)

Scope and Sequence

Fluency Focus

Focus on Fluency in Partner Reading	Shared Story Level
Accuracy	Level 1 (Shared Stories 4–15)
Smoothness	Level 2 (Shared Stories 16–25)
Expression	Level 3 (Shared Stories 26–37)
Focus chosen by teacher based on students' needs	Level 4 (Shared Stories 38–48)

Scope and Sequence

Reading Olympics Words Correct Per Minute Goals

Lesson	WCPM	Lesson	WCPM	Lesson	WCPM
4–6	5	19–21	30	34–36	52
7–9	10	22–24	35	37–39	54
10–12	15	25–27	40	40–42	56
13–15	20	28–30	45	43–45	58
16–18	25	31–33	50	46–48	60

Reading Behavior Media

Shared Story Reading Behavior Media	Shared Story Placement
Partner Reading I • Taking Turns • Retelling • Helping a partner with an unknown word using Sound It Out	**4** Show and Tell
Fluency—Accuracy • Alphie practicing for Reading Olympics	**9** A Game of Tag at the Farm
Metacognitive Strategy Introduction • Finger Detective: Word Parts—Endings (-ing)	**15** The Mysterious Song
Fluency—Smooth • Alphie practicing for Reading Olympics	**16** The Class Trip
Metacognitive Strategy Introduction • Finger Detective: Word Parts—Beginnings (un-)	**17** Bug Alert
Partner Reading II • Helping a partner with an unknown word using Sound It Out • Retelling	**17** Bug Alert
Metacognitive Strategy Introduction • Finger Detective: Word Parts—Endings (-ed)	**19** The Pest in the Tent

Reading Strategies "begged"
• Successful use of strategies:
  – Sound It Out
  – Finger Detective
• Unsuccessful use of strategies:
  – Read Again and Think
  – Read On and Think
	19 The Pest in the Tent

Fluency—Expression • Alphie practicing for Reading Olympics	**26** Let's Go Fishing
Metacognitive Strategy Introduction • Finger Detective: Compound Words	**30** Cupcakes

Reading Strategies "camping"
• Successful use of strategies:
  – Sound It Out
  – Finger Detective
  – Read On and Think
• Unsuccessful use of strategies:
  – Read Again and Think
	34 The Ice Storm

Metacognitive Strategy Introduction • Finger Detective: Base Word and Endings	**35** Did That Tree Eat My Kite?
Fluency—Speed • Alphie practicing for Reading Olympics	**38** The Land of the Midnight Sun

Reading Strategies "clothes"
• Successful use of strategies:
  – Read Again and Think
  – Read On and Think
• Unsuccessful use of strategies:
  – Sound It Out
  – Finger Detective
	39 The Three Wishes

Teaching Syllables in
Reading Between the Lions: Reading Roots 5th Edition

Breaking down multisyllabic words so they can be decoded is critical for end of first grade and early second grade level reading. Explicit instruction in syllables is typically a part of language arts programs that address language, grammar, and mechanics. FastTrack Phonics lessons focus on phonemic awareness, letter-sound correspondence, and word level reading and writing. Shared Story lessons continue this and introduce the idea of syllabication through regular metacognitive strategy lessons that model and guide practice in chunking. Chunking multisyllabic words (as well as identifying affixes, base words, and compound words) is embedded throughout Shared Story Levels 1-3 and is integrated into all Level 4 Shared Stories for continual practice at the partner and individual level.

Since standards and expectations for syllable instruction vary from region to region, Shared Story word scaffolding can complement your language arts program and offer another way to layer in additional practice of syllabication. Below is a chart of where each type of syllable is introduced in Shared Story words that students are expected to read. Some types of syllable words may be introduced earlier that what is outlined below as "red words." Since students are expected to learn red words by Say-Spell-Say, rather than decoding, the chart lists at which Shared Story students are expected to decode the word.

Closed Syllable words	Begin in Shared Story 4
Vowel-Consonant-e Syllable words	Begin in Shared Story 20
Consonant-le Syllable words	Begin in Shared Story 29
R-Controlled Syllable words	Begin in Shared Story 24
Double Vowel "D" Syllable words	Begin in Shared Story 25
Open Syllable words	Begin in Shared Story 35

First 10 Days of School Sample Schedule

Each of the Reading Roots Shared Stories focuses on various reading skills and strategies. The list below identifies where skills are introduced for the first time.

Day	Full SFA School	Both Schools	Reading Between the Lions Component-Only School
	Assessment team conducts Reading Roots Formal Assessment Days 1–10		Homeroom teacher conducts Reading Between the Lions Initial Assessment Days 1–10
Day 1	First Day lesson		First Day lesson
Day 2	Getting Along Together—60 minutes FastTrack Phonics 1 /m/—20 minutes		Reading Between the Lions Initial Assessment FastTrack Phonics 1 /m/—20 minutes
Day 3	Getting Along Together—60 minutes FastTrack Phonics 2 /a/—20 minutes		Reading Between the Lions Initial Assessment FastTrack Phonics 2 /a/—20 minutes
Day 4	Getting Along Together—60 minutes FastTrack Phonics 3 /s/—20 minutes		Reading Between the Lions Initial Assessment FastTrack Phonics 3 /s/—20 minutes
Day 5	Getting Along Together—60 minutes FastTrack Phonics 4 /d/—20 minutes	Intro to Cleo and Theo—10 minutes partnerpractice. successforall.org Username: demo10 Model Letter Launch	Reading Between the Lions Initial Assessment FastTrack Phonics 4 /d/—20 minutes
Day 6	Getting Along Together—60 minutes FastTrack Phonics 5 /t/—20 minutes	Intro to Cleo and Theo—10 minutes Model Word Blender	Reading Between the Lions Initial Assessment FastTrack Phonics 5 /t/—20 minutes
Day 7	Getting Along Together—60 minutes FastTrack Phonics 6 /i/—20 minutes	Intro to Cleo and Theo—10 minutes Model Super Speller	Reading Between the Lions Initial Assessment FastTrack Phonics 6 /i/—20 minutes

First 10 Days of School Sample Schedule

Day	Full SFA School	Both Schools	Reading Between the Lions Component-Only School
Day 8	Getting Along Together—60 minutes FastTrack Phonics 7 /n/—20 minutes	Intro to Cleo and Theo—10 minutes Model Word Quest	Reading Between the Lions Initial Assessment FastTrack Phonics 7 /n/—20 minutes
Day 9	Getting Along Together—60 minutes FastTrack Phonics 8 /o/—20 minutes	Intro to Cleo and Theo—10 minutes Model Story Quest	Reading Between the Lions Initial Assessment FastTrack Phonics 8 /o/—20 minutes
Day 10	Getting Along Together—60 minutes FastTrack Phonics 9 /p/—20 minutes	Intro to Cleo and Theo—10 minutes Model Power Reader	Reading Between the Lions Initial Assessment FastTrack Phonics 9 /p/—20 minutes
Day 11	New reading groups start with cross-class regrouping Start-Up Lesson		Homeroom reading groups start. Start-Up Lesson

Shared Story and STaR Titles

Level 1

Lesson	Shared Story	STaR Story	Author
Optional 1		*Are You My Mother?*	P. D. Eastman
Optional 2		*There's an Alligator Under My Bed*	Mercer Mayer
Optional 3		*Bringing the Rain to Kapiti Plain*	Verna Aardema
4	*Show and Tell*	*Ostriches on the Farm*	Richard Gifford, SFAF
5	*A Card for Dad*	*Sophie and the Mother's Day Card*	Kaye Umansky
6	*Miss Sid Meets Sad Sam*	*Birds: Nature's Magnificent Flying Machines*	Caroline Arnold
7	*The Ice Cream Man*	*Ice Cream: The Full Scoop*	Gail Gibbons
8	*Pit-Pat*	*Six-Dinner Sid*	Inga Moore
9	*A Game of Tag at the Farm*	*Good Job, Ajay!*	Stuart J. Murphy
10	*The Painters*	*Jamaica Louise James*	Amy Hest
11	*The Costume Party*	*Scrambled Eggs*	Susan Davis, SFAF
12	*Kim's Visit*	*The Relatives Came*	Cynthia Rylant
13	*The Field Trip*	*The Ant and the Elephant*	Bill Peet
14	*The Rainy Day*	*Muddy Muddy*	Susan Davis, SFAF
15	*The Mysterious Song*	*Beaks!*	Sneed B. Collard III and Robin Brickman

Level 2

16	*The Class Trip*	*Farmer Duck*	Martin Waddell
17	*Bug Alert!*	*Chirping Crickets*	Melvin Berger
18	*Fang*	*Nerdy Birdy*	Aaron Reynolds
19	*The Pest in the Tent*	*Let's Go Camping!*	Brody Coleson
20	*May I Borrow Your Ice Cream?*	*Let's Be Friends Again!*	Hans Wilhelm
21	*The Noisy Morning*	*Bear Snores On*	Karma Wilson
22	*Hiccups*	*The Tortoise and the Hare*	An Aesop fable adapted by Janet Stevens
23	*Fish in Class*	*What's it Like to Be a Fish?*	Wendy Pfeffer and Holly Keller
24	*Late!*	*The Grouchy Ladybug*	Eric Carle
25	*And Then What Happened?*	*Cloudy with a Chance of Meatballs*	Judi Barrett

Shared Story and STaR Titles

Level 3

Lesson	Shared Story	STaR Story	Author
26	*Let's Go Fishing*	*Dear Mr. Blueberry*	Simon James
27	*The Camping Trip*	*The Three Billy Goats Gruff*	Paul Galdone
28	*Is There an Alligator in the Pond?*	*Trosclair and the Alligator*	Peter Huggins
29	*Leaves Fall*	*Trees Around the World*	Lucy Wilson
30	*Cupcakes*	*Baking a Wonderful Wacky Cake*	Catalina Castillo
31	*Ride a Bike*	*Vera Rides a Bike*	Vera Rosenberry
32	*Home with a Cold*	*The Big Snow*	Berta and Elmer Hader
33	*Slippery Steps*	*Janine and the Field Day Finish*	Maryann Cocca-Leffler
34	*The Ice Storm*	*It's Snowing! It's Snowing!*	Jack Prelutsky
35	*Did That Tree Eat My Kite?*	*The Night Before the Tooth Fairy*	Natasha Wing
36	*Who Is Wilfred?*	*Extra! Extra! Writing a Newspaper Article*	Jack Gallagher
37	*Planting Seeds in May*	*van Gogh and the Sunflowers*	Laurence Anholt

Level 4

Lesson	Shared Story	STaR Story	Author
38	*The Land of the Midnight Sun*	*Who Lives Here? Polar Animals*	Deborah Hodge
39	*The Three Wishes*	*Stone Soup*	Retold by Heather Forest
40	*The Artists of Benin City*	*Crafting Fun for a Rainy Day*	Kwami Conteh
41	*Anansi, the Spider*	*Living in…South Africa*	Chloe Perkins
42	*A Farm in China*	*The Empty Pot*	Demi
43	*Woo Zen, a Cinderella Story*	*Er-lang and the Seven Suns: A Tale form China*	Susan Davis, SFAF
44	*A Trip to the Inca Kingdom*	*Living in…Mexico*	Chloe Perkins
45	*The Magic Lake*	*Eye Wonder: Rain Forest*	Elinor Greenwood
46	*Pen Pals in the U.S.A.*	*Country Kid, City Kid*	Julie Cummins
47	*How Turtle Flew South for the Winter*	*What Is in the Ocean?*	Kathleen Collins, SFAF
48	*Paul Bunyan's Pancakes*	*Thunder Rose*	Jerdine Nolan

STaR Vocabulary

Level 1

Lesson	STaR Story	STaR Words			
1	*Are You My Mother?*	mother	egg	baby	down
2	*There's an Alligator Under My Bed*	careful	hid	garage	bait
3	*Bringing the Rain to Kapiti Plain*	drought	arrow	weather	pierced
4	*Ostriches on the Farm*	scurried	nervous	truce	retreated
5	*Sophie and the Mother's Day Card*	daffodil	ruined	primrose	presents
6	*Birds: Nature's Magnificent Flying Machines*	skeleton	spread	soaring	migrate
7	*Ice Cream: The Full Scoop*	factory	ingredients	mixture	flavors
8	*Six-Dinner Sid*	dinner	vet	neighbors	owner
9	*Good Job, Ajay!*	plopped	headfirst	whispered	splash
10	*Jamaica Louise James*	plaque	worry	subway	collection
11	*Scrambled Eggs*	scramble	overnight	exiting	ordinary
12	*The Relatives Came*	relatives	traveled	supper	particular
13	*The Ant and the Elephant*	breeze	trunk	ravine	entangled
14	*Muddy Muddy*	slippery	peered	paddling	gleamed
15	*Beaks!*	beaks	hunters	catch	strong

Level 2

16	*Farmer Duck*	lazy	dawn	sleepy	tired
17	*Chirping Crickets*	chirping	antennae	alert	endlessly
18	*Nerdy Birdy*	scrounging	allergic	glossy	confused
19	*Let's Go Camping!*	supplies	layers	tent	trail
20	*Let's Be Friends Again!*	pond	punish	upset	forget
21	*Bear Snores On*	lair	spark	storm	snuck
22	*The Tortoise and the Hare*	tease	cheer	nap	victory
23	*What's it Like to Be a Fish?*	fin	scales	breathe	eyelids
24	*The Grouchy Ladybug*	grouchy	insist	tusks	across
25	*Cloudy with a Chance of Meatballs*	menu	meal	portion	abandon

STaR Vocabulary

Level 3

Lesson	STaR Story	STaR Words			
26	*Dear Mr. Blueberry*	whale	exciting	migratory	protecting
27	*The Three Billy Goats Gruff*	meadow	bridge	roared	hooves
28	*Trosclair and the Alligator*	glide	swamp	alone	pursued
29	*Trees Around the World*	pods	type	blossoms	beside
30	*Baking a Wonderful Wacky Cake*	delicious	carefully	level	allow
31	*Vera Rides a Bike*	pedals	coast	helmet	brakes
32	*The Big Snow*	geese	coat	harvest	huddle
33	*Janine and the Field Day Finish*	tumble	zest	spectacular	struggled
34	*It's Snowing! It's Snowing!*	lament	shrinking	form	grin
35	*The Night Before the Tooth Fairy*	yank	gap	safekeeping	fluttered
36	*Extra! Extra! Writing a Newspaper Article*	reporter	interesting	information	grab
37	*van Gogh and the Sunflowers*	painter	furniture	uniform	canvas

Level 4

Lesson	STaR Story	STaR Words			
38	*Who Lives Here? Polar Animals*	Arctic	overlap	den	blubber
39	*Stone Soup*	tattered	glee	edible	hearty
40	*Crafting Fun for a Rainy Day*	clay	roll	pottery	patterns
41	*Living in…South Africa*	trace	founded	separated	released
42	*The Empty Pot*	perfume	tended	transfer	courage
43	*Er-lang and the Seven Suns: A Tale form China*	huge	blinding	suffering	buried
44	*Living in…Mexico*	mild	yearly	celebrations	reserved
45	*Eye Wonder: Rain Forest*	absorb	stinks	balance	suddenly
46	*Country Kid, City Kid*	apartment	eager	promise	returns
47	*What Is in the Ocean?*	waterproof	creature	tentacles	anchor
48	*Thunder Rose*	determined	herd	stampeding	lassoed

Adventures in Writing Prompts

Lesson	Prompt
1	Students will write a sentence about a character that is not the baby bird's mother.
2	Students will write a sentence about what they would do if they found an alligator under their bed.
3	Students will write one to two sentences using words that are opposites.
4	Students will write one to two sentences describing how to be a good dog.
5	Students will write one to two sentences telling for whom they would make a card and how they will decorate it.
6	Students will write one to two sentences about how to introduce someone.
7	Students will write one to two sentences about what they like to have for dessert.
8	Students will write two sentences to contribute to a team book that explains how to take care of a cat.
9	Students will write two sentences about toys, games, and places they like to play.
10	Students will write two sentences about the mind movies they see when they listen to the story.
11	Students will write two sentences about a costume they would like to wear to a party.
12	Students will write two sentences describing a trip they would like to take and what they will need to bring.
13	Students will write two sentences about where they would like to go on a field trip and the types of things they would do there.
14	Students will write two sentences about how to get dirty and how to get clean.
15	Students will write two sentences that describe a different ending to the Shared Story and provide a clue about the new ending.
16	Students will write two to three sentences on postcards to friends that tell about the things they can do on a class trip.
17	Students will write two to three descriptive sentences about the contents of a student's backpack.
18	Students will create character webs to help them write two to three descriptive sentences about Fang.
19	Students will write two to three sentences about their plans for a camping trip.

Adventures in Writing Prompts

Lesson	Prompt
20	Students will write three sentences about sharing something with a friend.
21	Students will write three sentences about ways to wake up Bob, a story character.
22	Students will write three pieces of advice for a friend who has the hiccups.
23	Students will write three sentences describing the contents of a fish tank.
24	Students will use sequencing words to write three sentences about different things they do to get ready for school in the morning.
25	Students will write tall tales.
26	Students will write a three to six sentence story about a fishing trip they went on with a friend.
27	Students will write a three to six sentence story about a camping trip.
28	Students will write three to six sentences about a swimming trip they will take with a friend.
29	Students will write three to six sentences describing trees during different seasons.
30	Students will write recipes for cupcakes with three to six directions.
31	Students will write three to six directions for riding a bicycle.
32	Students will write three to six sentences about getting and caring for a pet.
33	Students will write three to six directions that tell how to make a snowman.
34	Students will write three to six sentences about fun indoor and outdoor activities that they can do on a snowy day.
35	Students will write three to six sentence long riddles.
36	Students will interview classmates and write three to six sentence long articles.
37	Students will write three to six instructions for planting seeds.
38	Students will write six or more sentences to describe the Arctic.
39	Students will write six or more sentences about three wishes they would make.
40	Students will use six or more sentences to write the steps to make a clay animal.
41	Students will describe their lives with six or more sentences.

Adventures in Writing Prompts

Lesson	Prompt
42	Students will use a character web to write six or more sentences about a story character.
43	Students will use six or more sentences to write letters asking for help with a problem.
44	Students will write six or more sentences about a typical day.
45	Students will write poems (a cinquain) about a story character.
46	Students will write six or more sentences about a place they have visited.
47	Each student will write a paragraph of six or more sentences about a plant or animal that lives in the ocean.
48	Students will write tall tales about themselves.

Characters

Solution!

Title

Story Star
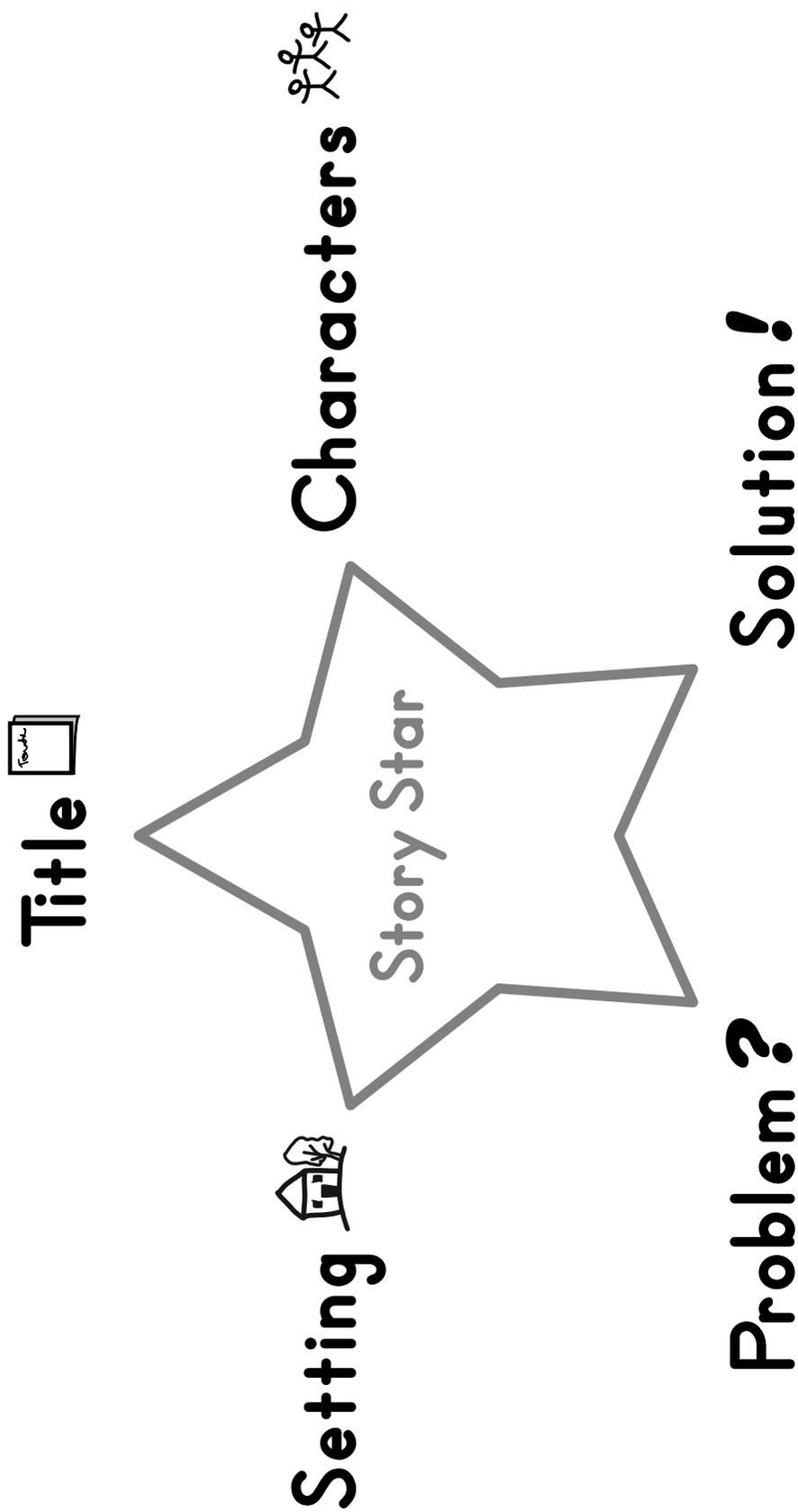
Setting

Problem?

Title: _____

Topic

Title:

_____
_____

Setting:

_____
_____

Characters:

_____
_____
_____
_____
_____
_____

Problem:

?

_____
_____
_____
_____

Events:

1. _____
   _____
2. _____
   _____
3. _____
   _____
4. _____
   _____
5. _____
   _____

Solution:

!

_____
_____
_____
_____
_____

Read & Respond

for Reading Between the Lions

◇◇◇
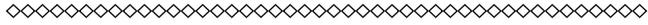
Dear Parents: Please read with your child for twenty minutes each evening. Your child may read a Shared Story or any book he or she chooses. Celebrate the moments when your child reads the words accurately, smoothly, and with expression. If your child gets stuck ask him or her to look at the staregies on the back of this page. Have your child write a favorite word or two from the story each day on the lines below. Lots of reading will build success.

Please sign your child's Read & Respond form each day, and return it to school on Friday. Please write a comment to let your child's teacher know about your child's progress or any concerns you have.

Child's Name _____

MONDAY

_____

_____

Shared Story #

Signature _____

TUESDAY

_____

_____

Shared Story #

Signature _____

WEDNESDAY

_____

_____

Shared Story #

Signature _____

THURSDAY

_____

_____

Shared Story #

Signature _____

FRIDAY

Please return this form to your child's school today and include comments about your child's progress on the back.

Stuck?

t-a-p	st●●
Sound It Out	**Finger Detective**
?	?
Read Again and Think	**Read On and Think**

Comments: _____

_____

_____

_____

_____

_____

Date: _____

Success for All
FOUNDATION®

The Alphabet Chant

A	**is for apple**	Pretend to take a bite of an apple.
B	**for bat and ball**	Pretend to hit a ball with a bat.
C	**is for caterpillar climbing up the wall**	Move one finger in the shape of a "c," then use two hands to climb upwards.
D	**is for dinosaur**	Place your arms in front of you, on top of each other. Open and close them like giant dinosaur jaws.
E	**for elephant**	Clasp hands, bend over, and wave your "trunk."
F	**is for flower what a pretty scent!**	Pretend to smell a flower that you are holding.
G	**is for girl**	Girls point to themselves; boys point to a girl.
H	**is for horse**	Gallop in place.
I	**is for insect crawling up my shorts!**	Place two fingers on top of your head like antennae and wiggle them. Smack an invisible insect on your leg.
J	**is for jump**	Raise your arms high in the air, and leap up once.
K	**for kangaroo**	Hop three times.
L	**is for legs**	Shake your legs and point to them.
	walking to the zoo	Walk in place.
M	**is for mountain**	Make a mountain by placing your arms above your head with fingertips together.
N	**is for net**	Hold your arms to the side, making a circle shape.
O	**is for octopus wiggly and wet**	Wave your arms around.
P	**is for parrot**	Open and close one hand to make the mouth of a talking parrot.
Q	**is for queen**	Place an imaginary crown on your head.
R	**is for rabbit hopping on the green**	Hop with your hands on your head like long ears.
S	**is for snake**	Squirm your whole body like a snake.
T	**is for tower**	Stand very tall, and stretch your arms out from your shoulders in the shape of a "t."
U	**is for umbrella keeps you dry in a shower**	Pretend to open and hold an umbrella.
V	**is for vulture**	Hold arms up in a "v" shape, and then bring them down to imitate a flying vulture.
W	**is for worm**	Wiggle your finger like a worm.
X	**is exercising fox now we take a turn**	Do jumping jacks.
Y	**is for yo-yo**	Pretend to make a yo-yo go down and up.
	Zipper starts with Z	Pretend to zip up your coat.
	Now I know my alphabet Hooray for me!	Pat hands on your chest and smile.

Letter Writing Cues

/a/	apple:	Left around the apple and down the leaf.	/a/ (stretch)
/b/	bat and ball:	Down the bat and right around the ball.	/b/ /b/ /b/
/c/	caterpillar:	Curl left around the caterpillar.	/c/ /c/ /c/
/d/	dinosaur:	Left around his back, then head to toe.	/d/ /d/ /d/
/e/	elephant:	Right under his ear, then all around his trunk.	/e/ (stretch)
/f/	flower:	Curve down the flower, then across the leaves.	/f/ (stretch)
/g/	girl:	Left around the girl, down her braid (plait), and curl.	/g/ /g/ /g/
/h/	horse:	From head to toe and over his back.	/h/ /h/ /h/
/i/	insect:	Go down the insect, lift and dot.	/i/ (stretch)
/j/	Jane jumps:	Down Jane's back, up to her toes. Jump to the ball.	/j/ /j/ /j/
/k/	kangaroo:	From head to toe, arm up, kick out.	/k/ /k/ /k/
/l/	leg:	Down the long, long leg.	/l/ (stretch)
/m/	mountains:	From the man go down, climb one mountain and another.	/m/ (stretch)
/n/	net:	From head to toe and over the net.	/n/ (stretch)
/o/	octopus:	Left around the octopus.	/o/ (stretch)
/p/	parrot:	From head to tail, then right around the parrot.	/p/ /p/ /p/
/q/	queen:	Left around the queen and way down her staff.	/q/ /q/ /q/
/r/	rabbit:	From head to tail and along his paws.	/r/ (stretch)
/s/	snake:	Left around, right around, from head to tail.	/s/ (stretch)
/t/	tower:	Go down the tower, lift and cross.	/t/ /t/ /t/
/u/	umbrella:	Right under the umbrella, up and down.	/u/ (stretch)
/v/	vulture:	Down one wing and up the other.	/v/ (stretch)
/w/	worm:	Wiggle down, wiggle up, down and up.	/w/ /w/ /w/
/x/	exercising fox:	Left hand to right toe, right hand to left toe.	/x/ /x/ /x/
/y/	yo-yo:	Slant right down one string and way down the other.	/y/ /y/ /y/
/z/	zipper:	Zig right, zag left, zig right.	/z/ (stretch)

Alliterative Phrases

Letter	Phrase	Shared Story Lesson	FTP Lesson
Aa	Alphie asks for apples.		2
Bb	The boy bats balls.	17	19
Cc	The curly caterpillar crawls.	11	12
Dd	Don't disturb the dinosaur.	4	4
Ee	Every elephant enters.	19	11
Ff	The floppy flower falls.	18	20
Gg	The growing girl giggles.	9	10
Hh	The happy horse hops.	22	18
Ii	Imagine itchy insects.	6	6
Jj	Jane jumps for joy.	28	46
Kk	The kangaroo keeps kicking.	12	13
Ll	The long leg leaps.	20	14
Mm	The man marches on mountains.		1
Nn	Ned is near the net.	7	7
Oo	The octopus observes olives.	10	8
Pp	Peek at the proud parrot.	8	9
Qq	The queen is quite quiet.	40	66
Rr	The rapid rabbit races.	24	16
Ss	The snake slides and slithers.		3
Tt	Tap the tall tower.	5	5
Uu	The upside down umbrella is unusual.	14	15
Vv	The vulture veers over valleys.	29	47
Ww	Watch the worm wiggle.	36	24
Xx	The excited fox exercises.	45	23
Yy	Yank the yellow yo-yo.	33	42
Zz	Zip the zig zag zipper.	43	65

Letter Group Phrases

Letter(s)	Phrase	Shared Story Lesson	FTP Lesson
a_e	Bake a cake.	30	29
ai	Train on the rails.	37	61
ar	Start the car.	47	31
aw	I saw a seesaw.	38	52
ay	May I play?	37	51
ce ci	City mice on ice.	34	36
ch	The chipmunk chooses cheese.	35	37
ea	Time for tea.	25	43
ee	See the tree?	25	27
er	Bigger batter	47	44
ew	New stew		71
ge dge	Large badge		74
ie	Tie your tie.		48
i_e	In a while, crocodile.	31	33
igh	Bright light	41	56
ing	A wing is for flying.	15	26
ir	Girl in a whirl.	47	62
ng	Bring the king a ring.	15	26
oa	Goat in a boat.	44	59
oe	Joe and Moe on tiptoe.	32	53
o_e	Phone home.	32	32
oi	Noisy boiling water.		55
oo	Look for a book.	46	60
oo	Zoom to the moon.	42	49
or	Corn for the horse.	47	40
ou	Shout it out.		30
ow	Brown cow		70
ow	Blow the snow.	44	50
oy	Boy with a toy.		54
ph	The pheasant takes a photo with his phone.		69
sh	Sherry shines her shoes.	23	41
tch	Pitch and catch		68
th	Theo has a thimble on his thumb.	39	21
ue	Blue glue		63
u_e	Huge cube	48	75
ur	Nurse with a purse.	47	73
_y	Silly, happy puppy		57
_y	Fly in the sky.		58

Key Cards
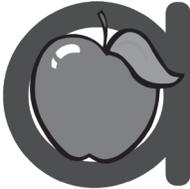
Alphie asks for apples.	The boy bats balls.
The curly caterpillar crawls.	Don't disturb the dinosaur.
Every elephant enters.	The floppy flower falls.
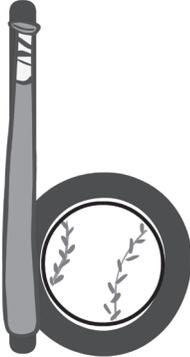
The growing girl giggles.	The happy horse hops.
Imagine itchy insects.	Jane jumps for joy.
The kangaroo keeps kicking.	The long leg leaps.
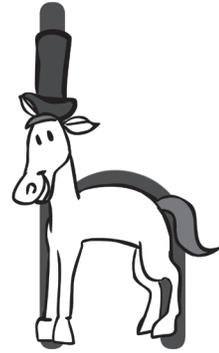
The man marches on mountains.	Ned is near the net.
The octopus observes olives.	Peek at the proud parrot.
The queen is quite quiet.	The rapid rabbit races.

The snake slides and slithers.	Tap the tall tower.
The upside down umbrella is unusual.	The vulture veers over valleys.
Watch the worm wiggle.	The excited fox exercises.
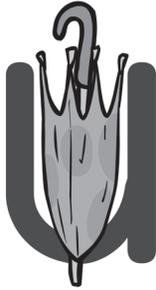
Yank the yellow yo-yo.	Zip the zig zag zipper.

Letter Sounds Key Cards

Theo has a thimble on his thumb.	Bring the king a ring.
th	ng
A wing is for flying.	**See the tree?**
ing	ee
Bake a cake.	**Shout it out.**
a_e	ou

Start the car.	Phone home.
ar	o_e
In a while, crocodile.	City mice on ice.
i_e	ce ci
The chipmunk chooses cheese.	Corn for the horse.
ch	or

Sherry shines her shoes.	Time for tea.
sh	ea
Bigger batter	Tie your tie.
er	ie
Zoom to the moon.	Blow in the snow.
oo	ow

May I play?	I saw a seesaw.
ay	aw
Joe and Moe on tiptoe.	Boy with a toy.
oe	oy
Noisy boiling water.	Bright light
oi	igh
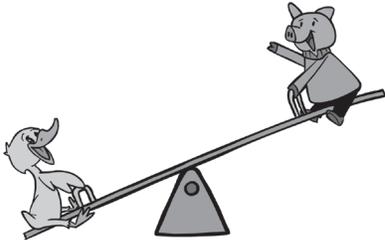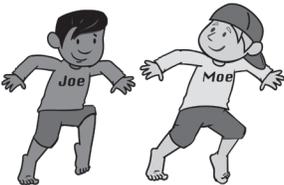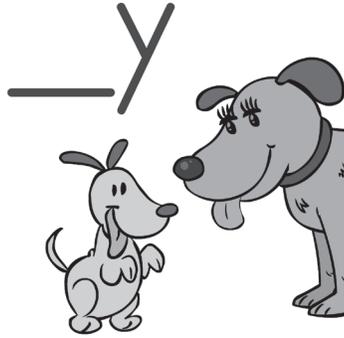
Silly, happy puppy	Fly in the sky.
_y	_y
Goat in a boat.	Look for a book.
oa	oo
Train on the rails.	Girl in a whirl.
ai	ir
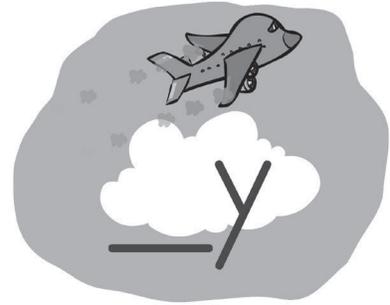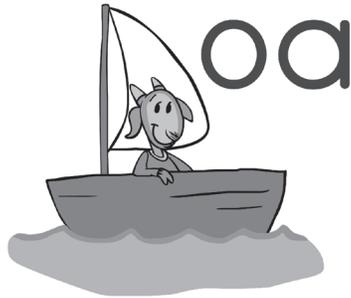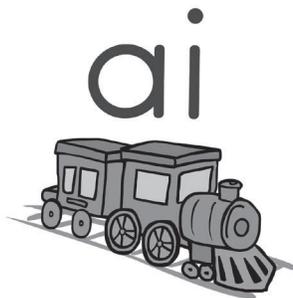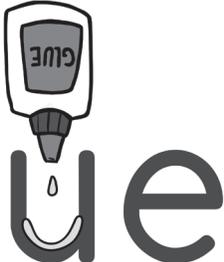
Blue glue	Pitch and catch
ue	tch
The pheasant takes a photo with his phone.	Brown cow
ph	ow
New stew	Nurse with a purse.
ew	ur
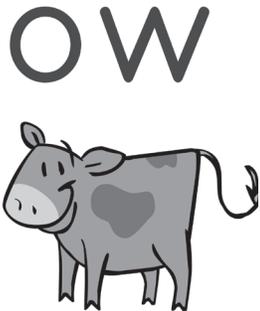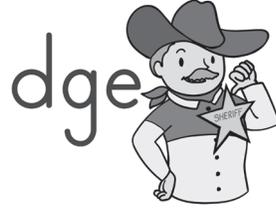
Large badge	Huge cube
ge dge	u__e
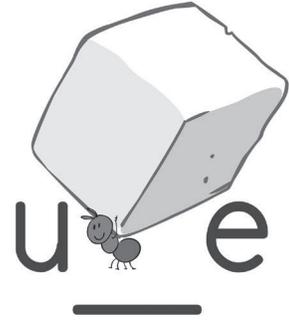
GOOD TEAM!

_____
Team Name

_____
Student Name

_____
Story Number

_____
Teacher Name

GOOD TEAM!

_____
Team Name

_____
Student Name

_____
Story Number

_____
Teacher Name

Good Team!

_____
Team Name

_____
Student Name

_____
Story Number

_____
Teacher Name

Good Team!

_____
Team Name

_____
Student Name

_____
Story Number

_____
Teacher Name

F00155   SFA0521

GREAT TEAM

_____
Team Name

_____
Student Name

_____
Story Number

_____
Teacher Name

Great Team!

_____
Team Name

_____
Student Name

_____
Story Number

_____
Teacher Name

F00156   SFA0521

Super Team! Super Team! Super Team! Super Team!

_____

_____

_____

_____

F00157   SFA0521
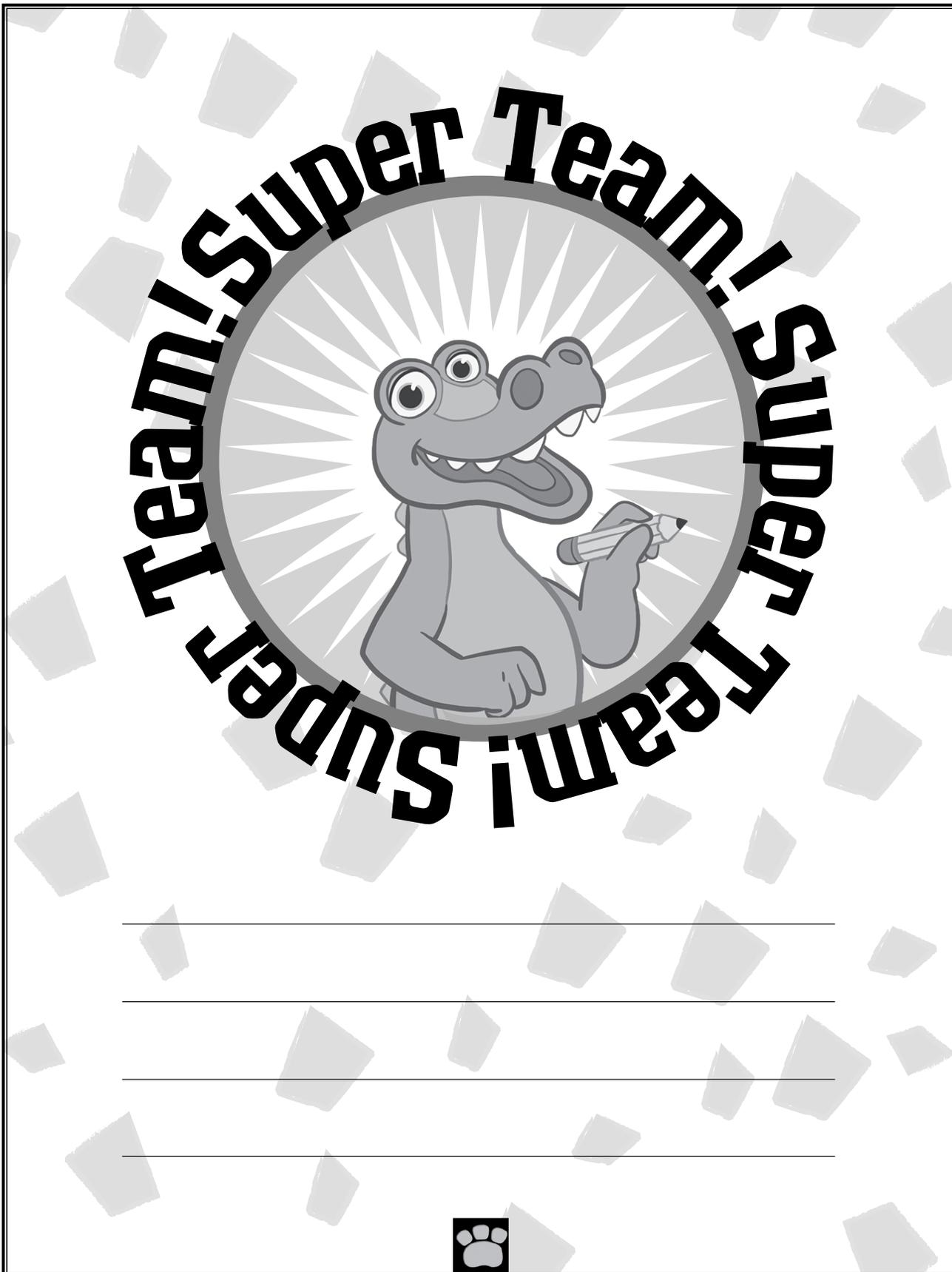
Super Team!

_____

Team Name

_____

Student Name

_____

Story Number

_____

Teacher Name

F00157   SFA0521

Student Fluency Tracker
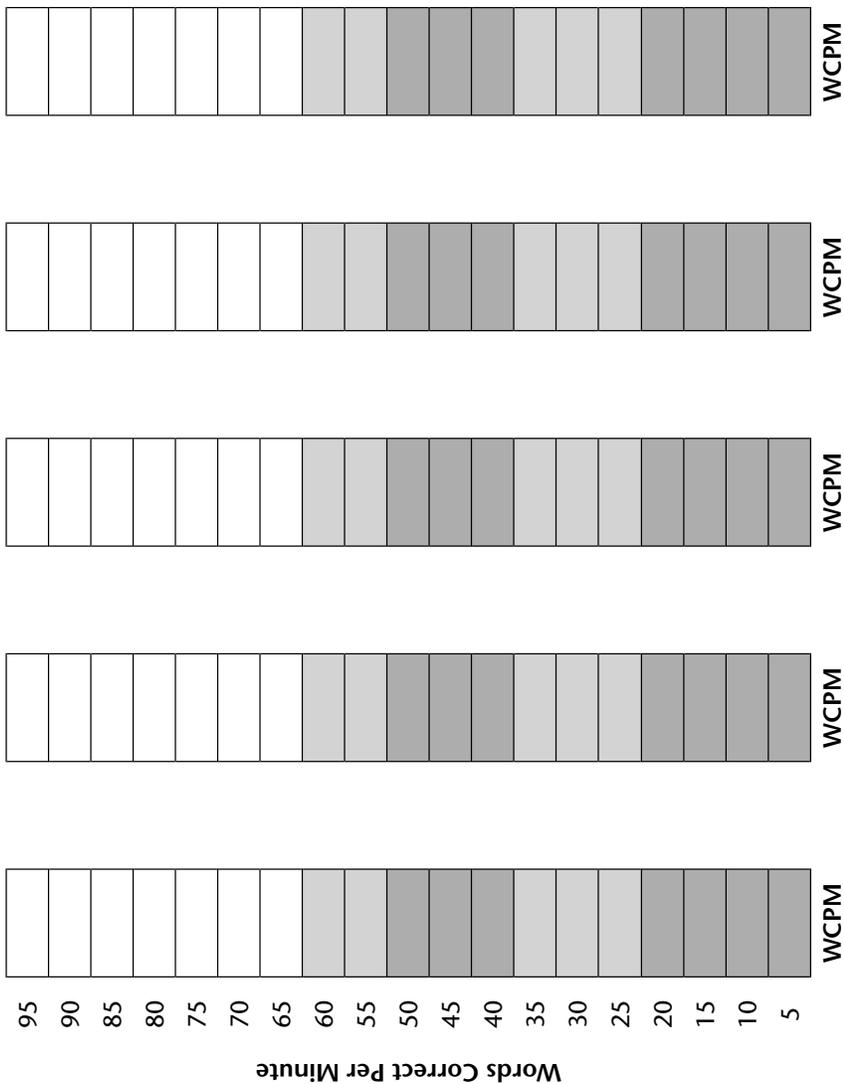
My Fluency Goals

☐ I can read the words on the inside front cover of the Shared Story accurately.

☐ I can read accurately.

☐ I can read smoothly.

☐ I can read with expression.

Name _____

Words Correct Per Minute

95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5

WCPM   WCPM   WCPM   WCPM   WCPM

My Reading Olympics Score

1	2	3	4	5

Celebration Cheers

While pride points are used to recognize student progress related to working together cooperatively, celebration cheers can be used at any point to celebrate successes. It's fun to cheer, but doing it too loudly can disrupt nearby groups or classrooms. Doing a short, planned cheer is a fun way to celebrate without disturbing others. The following is a list of some of the most popular cheers that SFA teachers have developed. Have fun making up some of your own!

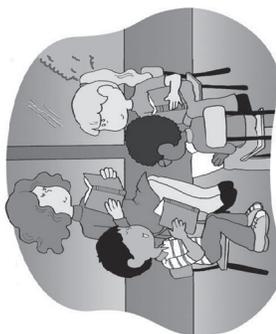|	
Roller Coaster	Pretend to be sitting in a roller coaster car. Pantomime going up a steep hill and make a "chug, chug, chug" sound. When you go down the hill, throw your arms above your head and say, "Whooooooooo!"
Silent Cheer	Wave your fists in the air and show excitement in your expression, without making any noise.
Sizzler	Pretend to slap a burger on a hot grill with the palm of your hand. Hold your hand on top of the burger for a moment. Ask: "Is it done yet?" Peek under your hand, say: "Not yet," and return your hand on top of the burger. Repeat this two or three times. The last time you look at the burger, say: "Yes! Well done!"
Snap, Crackle, Pop	Snap fingers on both hands for "Snap." Rub hands together for "Crackle." Clap hands loudly for "Pop."
Truck Driver	Pretend to be holding onto a steering wheel and driving a truck. Make a pumping motion with your arm and say, "Honk! Honk!" Speak into your CB radio and say, "10-4! Good job, good buddy."
Seal of Approval	Stiffen your arms, extend them in front of you, and cross them over each other. Then clap them like a seal would clap its flippers.
Wow Cheer	Without making a noise, put both of your hands up with three fingers extended to make a W (pointer, middle, and ring fingers). Put one hand on each side of your mouth while making your mouth into a circle to spell W-O-W.
Kiss Your Brain	Tell students to "Kiss their brains" while you demonstrate by kissing your fingertips and touching your head.
Microwave	Hold your hands out in front of you with only your pinky fingers extended. Bend your pinky fingers, and have them wave at each other.
Hip Hip Hooray	Slap one of your hips and say, "Hip." Slap the other hip and say, "Hip." Then clap your hands in front of you and say, "Hooray!"
Cowboy Cheer	Put your arm up in the air, and move your wrist in a circle as if you were getting ready to throw a lasso. Say, "Yee haw!"

Guided Partner Reading

1

1. Read Page — Help
2. Retell
3. Reread for Fluency

Guided Partner Reading

2

1. Read Page — Help
2. Retell
3. Reread for Fluency

Cooperative Learning Cue Card

01702M
HBP0210

Team Cooperation Goals

Practice Active Listening

Explain Your Ideas/Tell Why

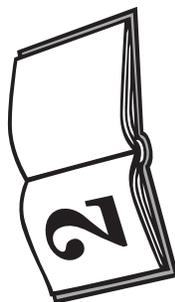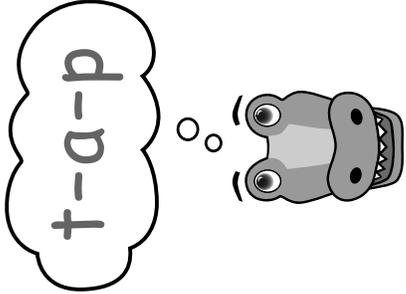Everyone Participates

Help and Encourage Others

Complete Tasks
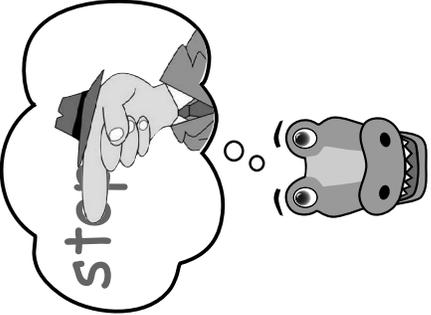
Still Stuck?

Put a ✔ on the sticky note if you figure it out.

Put a sticky note on it!

bird
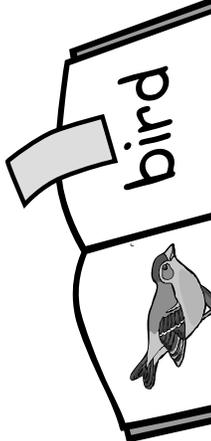
Ask your partner.
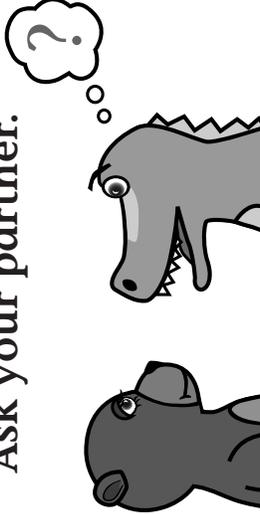
Ask your team.

Discuss with the class.

Reading Strategy Cue Card

01702L
HRP05Q3

Stuck?

t-a-p

Sound It Out

Finger Detective

ste

Read Again and Think

Read On and Think

Reading Strategy Cue Card

01702L

Practice with Cleo and Theo Role Cards

COACH

Look and listen.

Listen to answers.

Help your partner.

for what to do

for repeat

for clue

CLUE

RIGHT1   **TRY AGAIN2**

Right   Wrong

READER

Look and listen.

Read or answer.

Need help?

pik

for what to do

for repeat

for clue

for check

CLUE   **CHECK**

Ready?

Writing Strategies Bank

Draw a Picture

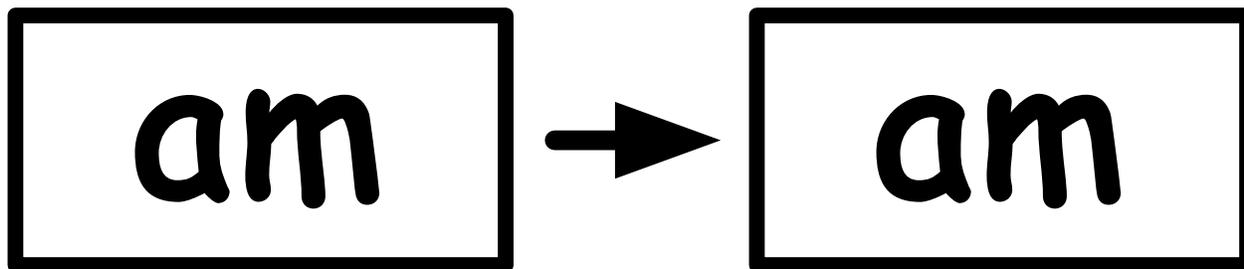Stretch and Count
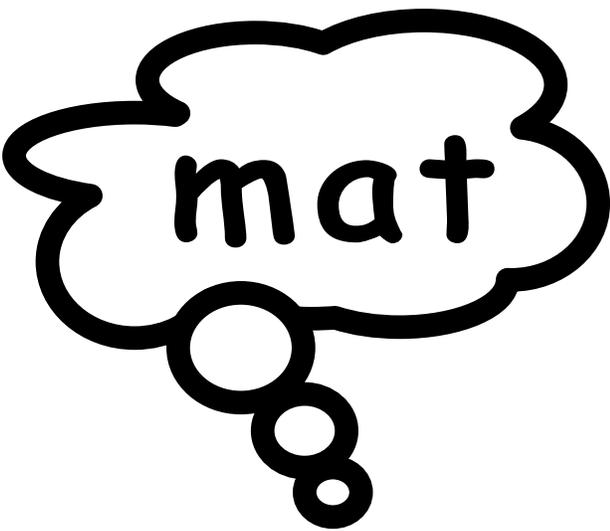
Remember a Word

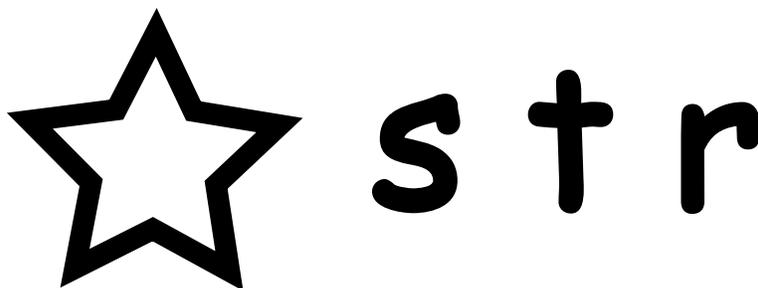Say-Spell-Say

Writing Strategies Bank
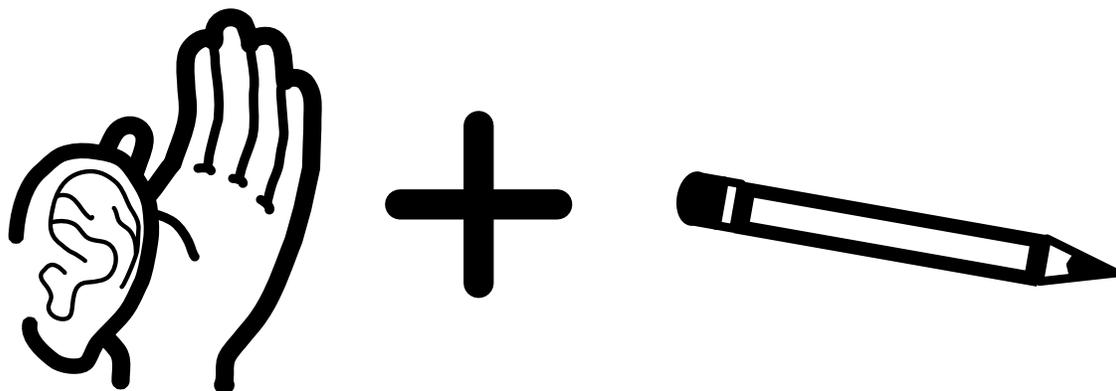
Sound Spelling

Draw a Line

Find and Copy a Word

Write Sounds That You Know