

Error correction ⇒

(A) *If students use implausible spellings of words, direct them to think back to vowel patterns practiced previously. Have them correct their spellings on their boards according to these patterns.*

(B) *If students are having trouble thinking of words/word parts, teacher can provide them with a word (or a nonsense word) and ask the student to think of other words that rhyme. They can add the affixes to their spotlight words to make additional words. For example, “Let’s think of the word ‘lup.’ Can you think of another silly word that rhymes? Try adding the affix to that word.”*

(C) *If students are still only writing two-syllable words, direct them to look back at their affix banks and add either a prefix or suffix to their word (whichever part they don’t have already). For example: “That’s a great two syllable word. How can we make it a three syllable word?” Prompt students’ response to be “by adding another affix.” Teacher will say, “That’s right! We can add another affix. Is your word missing a prefix or suffix?” Allow student to respond. “Great! Since your word has a (prefix/suffix), let’s add a (prefix/suffix-opposite of what students have) to your word. Look back at your affix bank if you need help remembering affixes to add.” Allow students to create three syllable words using additional affix.*

Great job everyone! Nice writing today.

26-minute reminder: If timer hits the 26:00 mark before you finish Write Word, complete the current word/task and move directly to Speedy Read.

**SPEEDY READ** [5 minutes]**Instructional routine:**

- Enhancing fluent reading of sight words
- Each student will read the daily word list and then they will be timed for 30 seconds (the number of words read is logged on Speedy Read chart)

Materials:

- ☐ Word List #39 (copy for each student)
- ☐ Teacher copy of Word List #39
- ☐ Speedy Read chart [student folders]
- ☐ Timer
- ☐ Pencils

It’s time for our “Speedy Read.” *Distribute copies of today’s word list to students. Let’s do our choral read. Wait until all students have word list in front of them on the table and have finger on the first word. As we read each word, I want you to follow along with your finger. Let’s go! Read the words chorally as a group. Note:* You may also do an echo read here instead of choral or alternate between the two.

Let’s see how many words you can each read in 30 seconds! *Put timer on the table in the middle of the group. _____ will go first. Is everyone pointing? Great. Ready? Go. Start the timer. As the student reads, indicate (X) next to each word they read incorrectly. Put the students’ initials above the column where you marked the Xs. After 30 seconds has elapsed, say: OK, good work! On your Speedy Read chart, write how many words you read correctly in 30 seconds. Students should write down the total number of words read, even the ones that were incorrect. Who’s next?*

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If student reads a word incorrectly or pauses for more than 2 seconds between words, provide the word. Student should repeat it and continue reading—or prompt “Wait, what word?” You can also correct words after the timed reading (if not corrected during) in the same manner. after the timed reading (if not corrected during) in the same manner.