

# Fluency Formula™

## Correlation to Houghton Mifflin, Grade 1

Scholastic's Fluency Formula™ Kits are a strong supplement to enhance the Houghton Mifflin reading program. The Fluency Formula Kits provide:

- I. **Assessment** – The Houghton Mifflin basal includes informal Fluency Assessment only. For formal assessments, teachers are referred to Houghton Mifflin Reading: A Legacy of Literacy. While WCPM goals are identified, teachers will need additional guidance in helping them reach these goals and understanding how students compare to national norms. Use the normed and validated Fluency Formula assessments three times per year for WCPM scores you can trust and guidance in interpreting student WCPM scores and adjusting instruction accordingly. For students who are identified as below-level in fluency, use the Fluency Formula's progress monitoring passages at the end of each week.
- II. **Instruction** – Integrate Fluency Formula's 15 minutes per day of focused and systematic direct fluency instruction into Days 1 and 2 of the Houghton Mifflin weekly plan during "Universal Access Time." This Fluency Formula instruction is a great complement to the daily "Preparing to Read" section of the Houghton Mifflin lesson plan. Also use the Fluency Formula workbooks to provide students with independent practice during "Universal Access Time" as well as at-home fluency-building practice.
- III. **Leveled Practice** – On Day 4 of Houghton Mifflin use the unique Fluency Formula Library books and audio CDs during "Universal Access Time" to supplement the fluency practice provided with Houghton Mifflin's leveled books.
- IV. **Intervention** – For students who test below-level in fluency, use the Fluency Formula's 15 minutes per day of direct fluency intervention to focus students on essential word-level foundational skills using the Fluency Formula FlipChart. The Fluency Formula Activity cards can be integrated into Houghton Mifflin's "Universal Access Time." Then, send students home with additional reading of leveled passages.

## **Correlation – Grade 1 Houghton Mifflin**

### **I. Fluency Assessment**

#### **Research Shows:**

- The number of words read correctly per minute is an important indicator of a student’s progress in all aspects of reading: decoding, fluency, and comprehension. Twenty years of research by Germann (of EdFormation, 2001) has shown strong correlations between standardized achievement test scores and the number of words read correctly per minute. (Blevins, 2001)
- Oral reading fluency has repeatedly been shown to be one of the best overall indicators of general reading competence (Fuchs, et al., 2001)

#### How Scholastic’s Fluency Formula ASSESSMENT Fits Into Your Yearly Plan

##### **A. Formal Fluency Assessment**

Three times per year, give a formal oral fluency assessment to all students using the Fluency Formula grade-level benchmark passages:

1. At the start of the year (after Houghton Mifflin, Unit 1, Lesson 5)
2. In the middle of the year (after Houghton Mifflin Unit 3, Lesson 3)
3. At the end of the year (after Houghton Mifflin Unit 4, Lesson 7)

The Fluency Formula Assessment results in an easy-to-calculate Words Correct Per Minute (WCPM) score that can be reported to meet district and state requirements. Because the passages are normed and validated, you can trust the results.

These formal fluency assessments help you:

- Ensure all students are making adequate progress in fluency, and
- Identify students who are below-level in fluency.

For students who score below-level in fluency, use the informal diagnostic tests included with the Fluency Formula Assessment System to dig deeper into the root causes of the students’ fluency challenges.

##### **B. Fluency Progress Monitoring**

For those students who need more frequent monitoring, use the Fluency Formula Assessment System’s grade-level progress monitoring passages at the end of each week of Houghton Mifflin instruction.

Students’ growing fluency skills can be tracked using the progress charts included in Blevins’ book *Building Fluency* (included with Fluency Formula Kits).

**Correlation – Grade 1  
Houghton Mifflin**

**II. Fluency Instruction**

**Research Shows:**

- We should be as explicit in how we help a child learn to read fluently, as we are in teaching a child to decode a word accurately (Maryanne Wolf, Tufts University)

How Scholastic's Fluency Formula INSTRUCTION Can Fit Into Your Weekly Plan

The direct fluency instruction included with Scholastic's Fluency™ Kits enhance the core reading instruction included in each week of Houghton Mifflin's reading textbook. Teachers focus on specific fluency strategies that benefit ALL students, and reinforce this instruction with independent student work using the Fluency Formula Workbooks.

SEE SAMPLE ON NEXT TWO PAGES

**Correlation – Grade 1  
Houghton Mifflin**

### **III. Leveled Fluency Practice**

**Research Recommends:**

- providing oral reading support to students while they themselves read
  - repeated readings
  - focusing instruction on proper and meaningful phrasing
  - providing readers with materials at their independent reading level  
(Rasinski, 2001)
- 
- “Fluency develops as a result of many opportunities to practice reading with a high degree of success.”—Elementary & Secondary Education Act

How Scholastic’s Fluency LIBRARY Fits Into Your Weekly Plan

**A. Independent Fluency Practice**

Each grade-level of the Fluency Formula Library contains 24 titles (4 copies each) that engage students in independent fluency practice.

These books can be used on Days 2 and 4 of the Houghton Mifflin plan, following the sequence recommended in Scholastic’s Fluency Formula professional guide. Specific teaching recommendations are included to help teachers reemphasize the specific fluency strategy modeled for all students on Day 1 of each week.

**B. Fluency Listening Centers**

The audio CDs that accompany the Fluency Formula Library books can be used on Days 2 and 4 of the OpenCourt weekly plan. They make for engaging and effective listening centers. All students can benefit from listening to a model of fluent reading (the audio CD’s “expert speed”). And, those students who are below-level in fluency will benefit from using the audio CD’s “practice speed”, which allows students to read-along with the audio CD at a pace that matches the student’s evolving fluency abilities.

## **Correlation – Grade 1 Houghton Mifflin**

### **V. Fluency Intervention**

#### **Research Shows:**

- “Research suggests that a fairly large percentage of intermediate grade students, upwards of 50%, may not have acquired sufficient fluency skills to maximize their comprehension of the texts they read –Timothy Rasinski, Kent State University (Summarizing research by Dr. Gay Su Pinnell, et al)

#### How Scholastic’s Fluency INTERVENTION Fits Into Your Weekly Plan

##### **A. Identify students in need of intervention**

Use the Fluency Formula Assessment System to identify students who are below-level in fluency. Progress Monitoring Assessment for Basic and Below-Basic students is provided in Weeks 10, 20, and 30. Use the informal diagnostic tools to dig deeper into the root causes of the students’ fluency challenges.

##### **B. Address word-level foundational skills**

During “Universal Access Time” on Day 3 of the Houghton Mifflin plan, all students use the Fluency Formula Activity Cards to focus on word-level skills essential to fluency. This systematic approach means less possibility of students developing “fluency gaps” and slipping behind. Note that the back of each activity card contains the “Stuck on a Word” feature that allows teachers to focus students’ attention on specific word patterns and run quick speed drills to build automaticity with this pattern.

In small groups, students continue to work independently, doing the fun activity represented on the front of each Fluency Formula Activity Card. These activities include: Reading With a Partner, Choral Reading, Punctuation Patrol, Readers Theater, Repeated Reading, and Expert Reading.

During “Universal Access Time” on Day 4 of the Houghton Mifflin plan, use the Fluency Formula Flip Chart to reinforce the word-level foundational skills necessary for fluent reading. In 15 minutes of time with a small-group, teachers help students build toward fluent reading.

As a take-home fluency builder, teachers can send home a passage from the book of Leveled Passage Reproducibles. These include passages at levels 1.0 to 7.0 to meet the needs of all students in a classroom.

##### **C. Monitor Progress**

At the end of each week of Houghton Mifflin, use a Fluency Formula Assessment System’s progress monitoring passage to track the below-level students’ progress in fluency. In addition, the Fluency Formula Professional Guide contains suggestions for how teachers can monitor progress informally using readings from the week.

**Correlation – Grade 1  
Houghton Mifflin**

<b>When you are here in Houghton Mifflin:</b>	<b>Do this in Fluency Formula:</b>	<b>Specific phonics skills targeted in Fluency Formula</b>
Theme 1/Week 1, Day 1	Instruction – FF Page 32: [read aloud <b>Flag Day</b> , p.R5] Independent Practice—[Fluency Workbook pp. 4-6]	
Theme 1/Week 1, Day 2	Leveled Practice – FF Page 33: [fluency reader and audio CD <b>Run, Hen, Run</b> ]	
Theme 1/Week 1, Day 3	Instruction – FF Page 34: [model partner reading, <b>I Like Cats!</b> , Fluency Card 1 ] Intervention—FF Page 34, ‘stuck on a word’ back of Fluency Card 1]	Short <i>a</i> <b>fat, fan</b>
Theme 1/Week 1, Day 4	Intervention—FF Page 35, review phonics and build sight word fluency, FlipChart pp.5-6	<i>Building Sight Word Fluency</i> the , I, and, a
Theme 1/Week 1, Day 5	Assessment – FF Page 35: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	

Theme 1/Week 2, Day 1	Instruction – FF Page 36: [read aloud <b>Bow Wow</b> , p.R6] Independent Practice—[Fluency Workbook pp. 7-9]	
Theme 1/Week 2, Day 2	Leveled Practice – FF Page 37: [fluency reader and audio CD <b>I Like Cats!</b> ]	
Theme 1/Week 2, Day 3	Instruction – FF Page 38: [model partner reading, <b>Hop a Lot!</b> , Fluency Card 2 ] Intervention—FF Page 34, ‘stuck on a word’ back of Fluency Card 2]	Short <i>o</i> <b>lot, mop</b>
Theme 1/Week 2, Day 4	Intervention—FF Page 39, review phonics and build sight word fluency, FlipChart pp.7-8	<i>Building Sight Word Fluency</i> to, in, is, you
Theme 1/Week 2, Day 5	Assessment – FF Page 39: Intervention--Oral Fluency Assessment/On-Level--Informal Assessment	

<b>When you are here in Houghton Mifflin:</b>	<b>Do this in Fluency Formula:</b>	<b>Specific phonics skills targeted in Fluency Formula</b>
Theme 1/Week 3, Day 1	Instruction – FF Page 40: [read aloud	

	<b>Mary's Lamb</b> , p.R7] Independent Practice—[Fluency Workbook pp. 10-12]	
Theme 1/Week 3, Day 2	Leveled Practice – FF Page 41: [fluency reader and audio CD <b>Dan's Big Hats</b> ]	
Theme 1/Week 3, Day 3	Instruction – FF Page 42: [model partner reading, <b>Zip, Zip, Zip!</b> , Fluency Card 3] Intervention—FF Page 34, 'stuck on a word' back of Fluency Card 3]	Short <i>I</i> <u>sit</u> , <u>fill</u>
Theme 1/Week 3, Day 4	Intervention—FF Page 43, review phonics and build sight word fluency, FlipChart pp.9-10	<i>Building Sight Word Fluency</i> that, it, he, for
Theme 1/Week 3, Day 5	Assessment – FF Page 43: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	

Theme 1/Week 4, Day 1	Instruction – FF Page 44: [read aloud <b>City Life, Country Life</b> , p.R8] Independent Practice—[Fluency Workbook pp. 13-15]	
Theme 1/Week 4, Day 2	Leveled Practice – FF Page 45: [fluency reader and audio CD <b>Lots of Dots!</b> ]	
Theme 1/Week 4, Day 3	Instruction – FF Page 46: [model partner reading, <b>A Big Bug</b> , Fluency Card 4] Intervention—FF Page 34, 'stuck on a word' back of Fluency Card 4]	Short <i>o</i> <u>cut</u> , <u>fun</u>
Theme 1/Week 4, Day 4	Intervention—FF Page 47, review phonics and build sight word fluency, FlipChart pp.11-12	<i>Building Sight Word Fluency</i> was, on, are, as
Theme 1/Week 4, Day 5	Assessment – FF Page 47: Intervention--Oral Fluency Assessment/On-Level--Informal Assessment	

Theme 2/Week 1, Day 1	Assess Foundational Skills	
Theme 2/Week 1, Day 2	Assess Foundational Skills	
Theme 2/Week 1, Day 3	Assess Foundational Skills	
Theme 2/Week 1, Day 4	Assess Foundational Skills	
Theme 2/Week 1, Day 5	Assess Foundational Skills	

<b>When you are here in Houghton Mifflin:</b>	<b>Do this in Fluency Formula:</b>	<b>Specific phonics skills targeted in Fluency Formula</b>
Theme 2/Week 2, Day 1	Assess Foundational Skills	

Theme 2/Week 2, Day 2	Assess Foundational Skills	
Theme 2/Week 2, Day 3	Assess Foundational Skills	
Theme 2/Week 2, Day 4	Assess Foundational Skills	
Theme 2/Week 2, Day 5	Assess Foundational Skills	

Theme 2/Week 3, Day 1	Instruction – FF Page 50: [read aloud <b>It All Adds Up</b> R.9] Independent Practice—[Fluency Workbook pp. 17-20]	
Theme 2/Week 3, Day 2	Leveled Practice – FF Page 51: [fluency reader and audio CD <b>Can You Hop?</b> ]	
Theme 2/Week 3, Day 3	Instruction – FF Page 52: [model choral reading, <b>In the Box</b> , Fluency Card 5] Intervention—FF Page 52, ‘stuck on a word’ back of Fluency Card 5]	Short <i>e</i> <u>wet</u> , <u>ten</u>
Theme 2/Week 3, Day 4	Intervention—FF Page 53, review phonics and build sight word fluency, FlipChart pp.15-16	<i>Building Sight Word Fluency</i> with, his, they, at
Theme 2/Week 3, Day 5	Assessment – FF Page 53: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	

Theme 2/Week 4, Day 1	Instruction – FF Page 54: [read aloud <b>Tongue Twisters</b> R10] Independent Practice—[Fluency Workbook pp. 21-23]	
Theme 2/Week 4, Day 2	Leveled Practice – FF Page 55: [fluency reader and audio CD <b>Let’s Go!</b> ]	
Theme 2/Week 4, Day 3	Instruction – FF Page 56: [model partner reading, <b>Step to the Beat</b> , Fluency Card 6] Intervention—FF Page 56, ‘stuck on a word’ back of Fluency Card 6]	Blends <u>step</u> , <u>frog</u> , <u>black</u>
Theme 2/Week 4, Day 4	Intervention—FF Page 57, review phonics and build sight word fluency, FlipChart pp.17-18	<i>Building Sight Word Fluency</i> be, this, from, of
Theme 2/Week 4, Day 5	Assessment – FF Page 57: Intervention--Oral Fluency Assessment/On-Level--Informal Assessment	

<b>When you are here in Houghton Mifflin:</b>	<b>Do this in Fluency Formula:</b>	<b>Specific phonics skills targeted in Fluency Formula</b>
Theme 3/Week 1, Day 1	Instruction – FF Page 58: [read aloud	

	<b>Thirty Days Hath September, R-11]</b> Independent Practice—[Fluency Workbook pp. 24-26]	
Theme 3/Week 1, Day 2	Leveled Practice – FF Page 59: [fluency reader and audio CD <b>What’s Inside?</b> ]	
Theme 3/Week 1, Day 3	Instruction – FF Page 60: [model choral reading, <b>Riddle-Me-This</b> , Fluency Card 7] Intervention—FF Page 60, ‘stuck on a word’ back of Fluency Card 7]	Final <i>e</i> (a_e) <u>ate</u> , <u>made</u>
Theme 3/Week 1, Day 4	Intervention—FF Page 61, review phonics and build sight word fluency, FlipChart pp.19-20	
Theme 3/Week 1, Day 5	Assessment – FF Page 61: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	
Theme 3/Week 2, Day 1	Instruction – FF Page 62: [read aloud <b>The Dancing Wolves</b> , R12-14] Independent Practice—[Fluency Workbook pp. 27-29]	
Theme 3/Week 2, Day 2	Leveled Practice – FF Page 63: [fluency reader and audio CD <b>Swing, Swing, Swing</b> ]	
Theme 3/Week 2, Day 3	Instruction – FF Page 64: [model partner reading, <b>Wishing for a Fish</b> , Fluency Card 8] Intervention—FF Page 64, ‘stuck on a word’ back of Fluency Card 8]	Ending <i>-ing</i> <u>sing</u> , <u>jumping</u>
Theme 3/Week 2, Day 4	Intervention—FF Page 65, review phonics and build sight word fluency, FlipChart pp.21-22	<i>Building Sight Word Fluency</i> had, not, but, what
Theme 3/Week 2, Day 5	Assessment – FF Page 65: Intervention--Oral Fluency Assessment/On-Level--Informal Assessment	
Theme 3/Week 3, Day 1	Assessment Foundational Skills	
Theme 3/Week 3, Day 2	Assessment Foundational Skills	
Theme 3/Week 3, Day 3	Assessment Foundational Skills	
Theme 3/Week 3, Day 4	Assessment Foundational Skills	
Theme 3/Week 3, Day 5	Assessment Foundational Skills	

<b>When you are here in Houghton Mifflin:</b>	<b>Do this in Fluency Formula:</b>	<b>Specific phonics skills targeted in Fluency Formula</b>
Theme 3/Week 4, Day 1	Assessment Foundational Skills	

Theme 3/Week 4, Day 2	Assessment Foundational Skills	
Theme 3/Week 4, Day 3	Assessment Foundational Skills	
Theme 3/Week 4, Day 4	Assessment Foundational Skills	
Theme 3/Week 4, Day 5	Assessment Foundational Skills	

Theme 4/Week 1, Day 1	Instruction – FF Page 68: [read aloud <b>Why the Owl Has Big Eyes</b> , R15-16] Independent Practice—[Fluency Workbook pp. 31-33]	
Theme 4/Week 1, Day 2	Leveled Practice – FF Page 69: [fluency reader and audio CD <b>I Will Win!</b> ]	
Theme 4/Week 1, Day 3	Instruction – FF Page 70: [model expressive reading, <b>At Home</b> , Fluency Card 9] Intervention—FF Page 70, ‘stuck on a word’ back of Fluency Card 9]	Final <i>e</i> (o_e) <u>hope</u> , <u>note</u>
Theme 4/Week 1, Day 4	Intervention—FF Page 71, review phonics and build sight word fluency, FlipChart pp.25-26	<i>Building Sight Word Fluency</i> all, were, when, we
Theme 4/Week 1, Day 5	Assessment – FF Page 71: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	

Theme 4/Week 2, Day 1	Instruction – FF Page 72: [read aloud <b>Turtle, Frog, and Rat</b> , R17-18] Independent Practice—[Fluency Workbook, pp. 34-35]	
Theme 4/Week 2, Day 2	Leveled Practice – FF Page 73: [fluency reader and audio CD <b>What Do You Like?</b> ]	
Theme 4/Week 2, Day 3	Instruction – FF Page 74: [model expressive reading, <b>It’s Time</b> , Fluency Card 10] Intervention—FF Page 74, ‘stuck on a word’ back of Fluency Card 10]	Final <i>e</i> (I_e) <u>bite</u> , <u>hide</u>
Theme 4/Week 2, Day 4	Intervention—FF Page 75, review phonics and build sight word fluency, FlipChart pp.27-28	<i>Building Sight Word Fluency</i> there, can, an your
Theme 4/Week 2, Day 5	Assessment – FF Page 75: Intervention--Oral Fluency Assessment/On-Level--Informal Assessment	

<b>When you are here in Houghton Mifflin:</b>	<b>Do this in Fluency Formula:</b>	<b>Specific phonics skills targeted in Fluency Formula</b>
Theme 4/Week 3, Day 1	Instruction – FF Page 76: [read aloud	

	<b>The City Mouse and the Country Mouse R19]</b> Independent Practice—[Fluency Workbook, pp. 36-38]	
Theme 4/Week 3, Day 2	Leveled Practice – FF Page 77: [fluency reader and audio CD <b>There’s a Hole in My Pocket</b> ]	
Theme 4/Week 3, Day 3	Instruction – FF Page 78: [model expressive reading, <b>A Whale</b> , Fluency Card 11] Intervention—FF Page 78, ‘stuck on a word’ back of Fluency Card 11]	Digraphs <u>shop</u> , <u>chop</u> , <u>thin</u> , <u>when</u>
Theme 4/Week 3, Day 4	Intervention—FF Page 79, review phonics and build sight word fluency, FlipChart pp.29-30	<i>Building Sight Word Fluency</i> which, their, said, if
Theme 4/Week 3, Day 5	Assessment – FF Page 79: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	

Theme 4/Week 4, Day 1	Instruction – FF Page 80: [read aloud <b>Grandfather Bear is Hungry R20-21]</b> Independent Practice—[Fluency Workbook, pp. 39-41]	
Theme 4/Week 4, Day 2	Leveled Practice – FF Page 81: [fluency reader and audio CD <b>Dots! Dots! Dots!</b> ]	
Theme 4/Week 4, Day 3	Instruction – FF Page 82: [model expressive reading, <b>Stop! Look! Listen!</b> , Fluency Card 12] Intervention—FF Page 82, ‘stuck on a word’ back of Fluency Card 12]	Final <i>e</i> (u_e) <u>cute</u> , <u>use</u>
Theme 4/Week 4, Day 4	Intervention—FF Page 83, review phonics and build sight word fluency, FlipChart pp.31-32	<i>Building Sight Word Fluency</i> do, will, each, about
Theme 4/Week 4, Day 5	Assessment – FF Page 83: Intervention--Oral Fluency Assessment/On-Level--Informal Assessment	

Theme 5/Week 1, Day 1	Oral Fluency Assessment—All Students	
Theme 5/Week 1, Day 2	Oral Fluency Assessment—All Students	
Theme 5/Week 1, Day 3	Oral Fluency Assessment—All Students	
Theme 5/Week 1, Day 4	Oral Fluency Assessment—All Students	
Theme 5/Week 1, Day 5	Oral Fluency Assessment—All Students	

<b>When you are here in Houghton Mifflin:</b>	<b>Do this in Fluency Formula:</b>	<b>Specific phonics skills targeted in Fluency Formula</b>
Theme 5/Week 2, Day 1	Oral Fluency Assessment—All Students	

Theme 5/Week 2, Day 2	Oral Fluency Assessment—All Students	
Theme 5/Week 2, Day 3	Oral Fluency Assessment—All Students	
Theme 5/Week 2, Day 4	Oral Fluency Assessment—All Students	
Theme 5/Week 2, Day 5	Oral Fluency Assessment—All Students	

Theme 5/Week 3, Day 1	Instruction – FF Page 86: [read aloud <b>The Black Cat</b> p.R22-24] Independent Practice—[Fluency Workshop pp. 43-45]	
Theme 5/Week 3, Day 2	Leveled Practice – FF Page 87: [fluency reader and audio CD <b>Miss Mary Mack</b> ]	
Theme 5/Week 3, Day 3	Instruction – FF Page 88: [conduct reader’s theater, <b>Beep, Beep!</b> , Fluency Card 13] Intervention—FF Page 88, ‘stuck on a word’ back of Fluency Card 13]	Long <i>e</i> me, <u>read</u> , <u>seed</u>
Theme 5/Week 3, Day 4	Intervention—FF Page 89, review phonics and build sight word fluency, FlipChart pp.35-36	
Theme 5/Week 3, Day 5	Assessment – FF Page 89: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	<i>Building Sight Word Fluency</i> how, up, out, them

Theme 5/Week 4, Day 1	Instruction – FF Page 90: [read <b>The Little Red Hen</b> p.R25-26] Independent Practice—[Fluency Workshop pp. 46-48]	
Theme 5/Week 4, Day 2	Leveled Practice – FF Page 91: [fluency reader and audio CD <b>Jen Cat at Camp</b> ]	
Theme 5/Week 4, Day 3	Instruction – FF Page 92: [conduct reader’s theater, <b>I Can’t</b> , Fluency Card 14] Intervention—FF Page 92, ‘stuck on a word’ back of Fluency Card 14]	Contractions I’ll, we’ve
Theme 5/Week 4, Day 4	Intervention—FF Page 93, review phonics and build sight word fluency, FlipChart pp.37-38	<i>Building Sight Word Fluency</i> then, she, many,some
Theme 5/Week 4, Day 5	Assessment – FF Page 93: Intervention--Oral Fluency Assessment/On-Level--Informal Assessment	

<b>When you are here in Houghton Mifflin:</b>	<b>Do this in Fluency Formula:</b>	<b>Specific phonics skills targeted in Fluency Formula</b>
Theme 6/Week 1, Day 1	Instruction – FF Page 94: [read aloud	

	<b>The Tomorrow Monkeys</b> , p.R27-28] Independent Practice—[Fluency Workbook, pp. 49-51]	
Theme 6/Week 1, Day 2	Leveled Practice – FF Page 95: [fluency reader and audio CD <b>Let’s Get the Rhythm</b> ]	
Theme 6/Week 1, Day 3	Instruction – FF Page 96: [conduct reader’s theater <b>Silly Riddles</b> , Fluency Card 15] Intervention—FF Page 96, ‘stuck on a word’ back of Fluency Card 15]	Plurals cats, buses
Theme 6/Week 1, Day 4	Intervention—FF Page 97, review phonics and build sight word fluency, FlipChart pp.39-40	<i>Building Sight Word Fluency</i> so, these, would, other
Theme 6/Week 1, Day 5	Assessment – FF Page 97: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	
Theme 6/Week 2, Day 1	Instruction – FF Page 98: [read aloud <b>Why the Moon Gets Smaller</b> , p.R29] Independent Practice—[Fluency Workbook, pp. 52-54]	
Theme 6/Week 2, Day 2	Leveled Practice – FF Page 99: [fluency reader and audio CD <b>What’s That Sound?</b> ]	
Theme 6/Week 2, Day 3	Instruction – FF Page 100: [conduct reader’s theater, <b>I Play All Day</b> , Fluency Card 16] Intervention—FF Page 100, ‘stuck on a word’ back of Fluency Card 16]	Long <i>a</i> train, hay
Theme 6/Week 2, Day 4	Intervention—FF Page 101, review phonics and build sight word fluency, FlipChart pp.41-42	<i>Building Sight Word Fluency</i> into, has, more, her
Theme 6/Week 2, Day 5	Assessment – FF Page 101: Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment	
Theme 6/Week 3, Day 1	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 3, Day 2	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 3, Day 3	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 3, Day 4	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 3, Day 5	Oral Fluency Assessment for basic and below-basic students	
<b>When you are here in Houghton Mifflin:</b>	<b>Do this in Fluency Formula:</b>	<b>Specific phonics skills targeted in Fluency Formula</b>
Theme 6/Week 4, Day 1	Oral Fluency Assessment for basic and	

	below-basic students	
Theme 6/Week 4, Day 2	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 4, Day 3	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 4, Day 4	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 4, Day 5	Oral Fluency Assessment for basic and below-basic students	

Theme 7/Week 1, Day 1	Instruction – FF Page 104: [read aloud <b>It Could Always Be Worse</b> , p.R30-31] Independent Practice—[Fluency Workbook, pp. 56-58]	
Theme 7/Week 1, Day 2	Leveled Practice – FF Page 105: [fluency reader and audio CD <b>Dots and Spots</b> ]	
Theme 7/Week 1, Day 3	Instruction – FF Page 106: [model repeated reading, <b>Row, Row, Row...</b> , Fluency Card 17] Intervention—FF Page 106, ‘stuck on a word’ back of Fluency Card 17]	Long <i>o</i> <u>go</u> , <u>road</u> , <u>slow</u>
Theme 7/Week 1, Day 4	Intervention—FF Page 107, review phonics and build sight word fluency, FlipChart pp.45-46	<i>Building Sight Word Fluency</i> two, like,him,see
Theme 7/Week 1, Day 5	Assessment – FF Page 107: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	

Theme 7/Week 2, Day 1	Instruction – FF Page 108: [read aloud <b>Seasons</b> , R32-33] Independent Practice—[Fluency Workbook, pp. 59-61]	
Theme 7/Week 2, Day 2	Leveled Practice – FF Page 109: [fluency reader and audio CD <b>Buzz Said the Bee</b> ]	
Theme 7/Week 2, Day 3	Instruction – FF Page 110: [model repeated reading, <b>Three Little Monkeys</b> , Fluency Card 18] Intervention—FF Page 110, ‘stuck on a word’ back of Fluency Card 18]	Ending – <i>ed</i> <u>used</u> , <u>picked</u> , <u>spotted</u>
Theme 7/Week 2, Day 4	Intervention—FF Page 111, review phonics and build sight word fluency, FlipChart pp.47-48	<i>Building Sight Word Fluency</i> time, could, no, make
Theme 7/Week 2, Day 5	Assessment – FF Page 111: Intervention--Oral Fluency Assessment/On-Level--Informal Assessment	

<b>When you are here in Houghton Mifflin:</b>	<b>Do this in Fluency Formula:</b>	<b>Specific phonics skills targeted in Fluency Formula</b>
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Theme 7/Week 3, Day 1	Instruction – FF Page 112: [read aloud <b>The Boy Who Cried Wolf</b> , p.R34] Independent Practice—[Fluency Workbook, pp. 62-63]	
Theme 7/Week 3, Day 2	Leveled Practice – FF Page 113: [fluency reader/audio CD <b>I’m a Caterpillar</b> ]	
Theme 7/Week 3, Day 3	Instruction – FF Page 114: [model repeated reading, <b>Where?</b> , Fluency Card 19] Intervention—FF Page 114, ‘stuck on a word’ back of Fluency Card 19]	Long <i>I</i> why, <u>light</u> , <u>find</u>
Theme 7/Week 3, Day 4	Intervention—FF Page 115, review phonics and build sight word fluency, FlipChart pp.49-50	<i>Building Sight Word Fluency</i> than, first, been, its
Theme 7/Week 3, Day 5	Assessment – FF Page 115: Intervention— Oral Fluency Assessment/On-Level— Informal Assessment	

Theme 7/Week 4, Day 1	Instruction – FF Page 116: [read aloud <b>It’s Thanksgiving</b> , p. R35] Independent Practice—[Fluency Workbook, pp.64-66]	
Theme 7/Week 4, Day 2	Leveled Practice – FF Page 117: [fluency reader and audio CD <b>The Picnic</b> ]	
Theme 7/Week 4, Day 3	Instruction – FF Page 118: [model repeated reading, <b>Let’s Sail</b> , Fluency Card 20] Intervention—FF Page 118, ‘stuck on a word’ back of Fluency Card 20]	Compound Words pancake, sailboat
Theme 7/Week 4, Day 4	Intervention—FF Page 119, review phonics and build sight word fluency, FlipChart pp.51-52	<i>Building Sight Word Fluency</i> who, now, people, my
Theme 7/Week 4, Day 5	Assessment – FF Page 119: Intervention-- Oral Fluency Assessment/On-Level-- Informal Assessment	

Theme 8/Week 1, Day 1	Oral Reading Fluency Assessment for all students	
Theme 8/Week 1, Day 2	Oral Reading Fluency Assessment for all students	
Theme 8/Week 1, Day 3	Oral Reading Fluency Assessment for all students	
Theme 8/Week 1, Day 4	Oral Reading Fluency Assessment for all students	
Theme 8/Week 1, Day 5	Oral Reading Fluency Assessment for all students	

<b>When you are here in Houghton Mifflin:</b>	<b>Do this in Fluency Formula:</b>	<b>Specific phonics skills targeted in Fluency Formula</b>
Theme 8/Week 2, Day 1	Oral Reading Fluency Assessment for all students	
Theme 8/Week 2, Day 2	Oral Reading Fluency Assessment for all	

	students	
Theme 8/Week 2, Day 3	Oral Reading Fluency Assessment for all students	
Theme 8/Week 2, Day 4	Oral Reading Fluency Assessment for all students	
Theme 8/Week 2, Day 5	Oral Reading Fluency Assessment for all students	

Theme 8/Week 3, Day 1	Instruction – FF Page 122: [read aloud <b>The One Inch Boy</b> , p.R36-37] Independent Practice—[Fluency Workbook, pp. 68-70]	
Theme 8/Week 3, Day 2	Leveled Practice – FF Page 123: [fluency reader and audio CD <b>Cinderquacker</b> ]	
Theme 8/Week 3, Day 3	Instruction – FF Page 124: [model expert reading, <b>Look Around</b> , Fluency Card 21] Intervention—FF Page 124, ‘stuck on a word’ back of Fluency Card 21]	Diphthong <i>ou, ow</i> <u>shout</u> , <u>brown</u>
Theme 8/Week 3, Day 4	Intervention—FF Page 125, review phonics and build sight word fluency, FlipChart pp. 55-56	<i>Building Sight Word Fluency</i> made, over, did, down
Theme 8/Week 3, Day 5	Assessment – FF Page 125: Intervention— Oral Fluency Assessment/On-Level— Informal Assessment	

Theme 8/Week 4, Day 1	Instruction – FF Page 126: [read aloud <b>A Snowy Grave</b> , p.R38-40] Independent Practice—[Fluency Workbook, pp. 71-73]	
Theme 8/Week 4, Day 2	Leveled Practice – FF Page 127: [fluency reader and audio CD <b>The Three Billy Goats Gruff</b> ]	
Theme 8/Week 4, Day 3	Instruction – FF Page 128: [model expert reading, <b>Gobble, Gobble</b> , Fluency Card 22] Intervention—FF Page 128, ‘stuck on a word’ back of Fluency Card 22]	<i>r-Controlled Vowels</i> <i>er, ir, ur</i> <u>her</u> , <u>girl</u> , <u>hurt</u>
Theme 8/Week 4, Day 4	Intervention—FF Page 129, review phonics and build sight word fluency, FlipChart pp. 57-58	<i>Building Sight Word Fluency</i> only, way, find, use
Theme 8/Week 4, Day 5	Assessment – FF Page 129: Intervention-- Oral Fluency Assessment/On-Level-- Informal Assessment	

When you are here in Houghton Mifflin:	Do this in Fluency Formula:	Specific phonics skills targeted in Fluency Formula
Theme 9/Week 1, Day 1	Instruction – FF Page 130: [read aloud <b>Stone Soup</b> , p.R41-42]	

	Independent Practice—[Workbook, pp. 74-76]	
Theme 9/Week 1, Day 2	Leveled Practice – FF Page 131: [fluency reader and audio CD <b>Three Pigs and a Wolf</b> ]	
Theme 9/Week 1, Day 3	Instruction – FF Page 132: [model expert reading, <b>Who Needs a Cook?</b> , Fluency Card 23] Intervention—FF Page 132, ‘stuck on a word’ back of Fluency Card 23]	Variant Vowel <i>oo</i> <u>broom</u> , <u>foot</u>
Theme 9/Week 1, Day 4	Intervention—FF Page 133, review phonics and build sight word fluency, FlipChart pp.59-60	<i>Building Sight Word Fluency</i> may, water, long, little
Theme 9/Week 1, Day 5	Assessment – FF Page 133: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	

Theme 9/Week 2, Day 1	Instruction – FF Page 134 [read aloud <b>Rumpelstiltskin</b> , p.R43-45] Independent Practice—[Fluency Workshop pp. 77-79]	
Theme 9/Week 2, Day 2	Leveled Practice – FF Page 135: [fluency reader and audio CD <b>Stone Soup</b> ]	
Theme 9/Week 2, Day 3	Instruction – FF Page 136: [model expert reading, <b>Star Light, Star Bright</b> , Fluency Card 24] Intervention—FF Page 136, ‘stuck on a word’ back of Fluency Card 24]	<i>r</i> -Controlled Vowels <i>ar</i> , <i>or</i> <u>car</u> , <u>fork</u>
Theme 9/Week 2, Day 4	Intervention—FF Page 137, review phonics and build sight word fluency, FlipChart pp. 61-62	<i>Building Sight Word Fluency</i> very, after, words, called
Theme 9/Week 2, Day 5	Assessment – FF Page 137: Intervention--Oral Fluency Assessment/On-Level--Informal Assessment	

Theme 9/Week 3, Day 1	revise core skills with below-level students	
Theme 9/Week 3, Day 2	revise core skills with below-level students	
Theme 9/Week 3, Day 3	revise core skills with below-level students	
Theme 9/Week 3, Day 4	revise core skills with below-level students	
Theme 9/Week 3, Day 5	revise core skills with below-level students	

Theme 9/Week 4, Day 1	revise core skills with below-level students	
Theme 9/Week 4, Day 2	revise core skills with below-level students	
Theme 9/Week 4, Day 3	revise core skills with below-level students	
Theme 9/Week 4, Day 4	revise core skills with below-level students	
Theme 9/Week 4, Day 5	revise core skills with below-level students	

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Theme 10/Week 1, Day 1	revise core skills with below-level students	
Theme 10/Week 1, Day 2	revise core skills with below-level students	
Theme 10/Week 1, Day 3	revise core skills with below-level students	
Theme 10/Week 1, Day 4	revise core skills with below-level students	
Theme 10/Week 1, Day 5	revise core skills with below-level students	

Theme 10/Week 2, Day 1	revise core skills with below-level students	
Theme 10/Week 2, Day 2	revise core skills with below-level students	
Theme 10/Week 2, Day 3	revise core skills with below-level students	
Theme 10/Week 2, Day 4	revise core skills with below-level students	
Theme 10/Week 2, Day 5	revise core skills with below-level students	
Theme 10/Week 3, Day 1	revise core skills with below-level students	
Theme 10/Week 3, Day 2	revise core skills with below-level students	
Theme 10/Week 3, Day 3	revise core skills with below-level students	
Theme 10/Week 3, Day 4	revise core skills with below-level students	
Theme 10/Week 3, Day 5	revise core skills with below-level students	
Theme 10/Week 4, Day 1	revise core skills with below-level students	
Theme 10/Week 4, Day 2	revise core skills with below-level students	
Theme 10/Week 4, Day 3	revise core skills with below-level students	
Theme 10/Week 4, Day 4	revise core skills with below-level students	
Theme 10/Week 4, Day 5	revise core skills with below-level students	