

# Fluency Formula™

## Correlation to Houghton Mifflin, Grade 2

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 2 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 2  
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 2  
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)
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- “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 2  
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 2  
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>The Hare and the Tortoise</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>Sled Dogs</b> ]	
Theme 1/Week 1, Day 3	Instruction – FF Page 34: [model partner reading, <b>Apples</b> Fluency Card 1 ] Intervention—FF Page 34, ‘stuck on a word’ back of Fluency Card 1]	Short <i>a</i>
Theme 1/Week 1 Day 4	Intervention—FF Page 35, review phonics and build sight word fluency, FlipChart pp.5-6]	<i>Build Sight Word Fluency</i> the, of, and, to in, is
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>Why the Bear is Stumpy-Tailed</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>The Lion’s Song</b> ]	
Theme 1/Week 2, Day 3	Instruction – FF Page 38: [model partner reading, <b>Leaping Lizards</b> , Fluency Card 2] Intervention—FF Page 38, ‘stuck on a word’ back of Fluency Card 2]	Short <i>I o</i> lizard, frog
Theme 1/Week 2, Day 4	Intervention—FF Page 39, review phonics and build sight word fluency, FlipChart pp.7-8	<i>Build Sight Word Fluency</i> you, that, it, he, for, was
Theme 1/Week 2, Day 5	Assessment – FF Page 39: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	
Theme 1/Week 3, Day 1	Instruction – FF Page 40: [read aloud <b>S Story in Stone</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>Boom!</b> ]	
Theme 1/Week 3, Day 3	Instruction – FF Page 42: [model partner reading, <b>From Tadpole to Frog</b> , Fluency Card 3] Intervention—FF Page 34, ‘stuck on a word’ back of Fluency Card 3]	Short <i>e, u</i> egg, bugs
Theme 1/Week 3, Day 4	Intervention—FF Page 43, review phonics and build sight word fluency, FlipChart pp.9-10	<i>Build Sight Word Fluency</i> on, are, as, with, his, they
Theme 1/Week 3, Day 5	Assessment – FF Page 43: 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 4, Day 1	Instruction – FF Page 44: [read aloud <b>Yankee Doodle</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>The Gingerbread Man</b> ]	
Theme 1/Week 4, Day 3	Instruction – FF Page 46: [model partner reading, <b>Spelling Test</b> , Fluency Card 4] Intervention—FF Page 34, ‘stuck on a word’ back of Fluency Card 4]	<i>s</i> -Blends <u>spell</u> , <u>ski</u> , <u>stitch</u>
Theme 1/Week 4, Day 4	Intervention—FF Page 47, review phonics and build sight word fluency, FlipChart pp.11-12	<i>Build Sight Word Fluency</i> at, be, this, from, have, or
Theme 1/Week 4, Day 5	Assessment – FF Page 47: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	
Theme 1/Week 5, Day 1	Oral Fluency Assessment for all students	
Theme 1/Week 5, Day 2	Oral Fluency Assessment for all students	
Theme 1/Week 5, Day 3	Oral Fluency Assessment for all students	
Theme 1/Week 5, Day 4	Oral Fluency Assessment for all students	
Theme 1/Week 5, Day 5	Oral Fluency Assessment for all students	
Theme 1/Week 6, Day 1	Oral Fluency Assessment for all students	
Theme 1/Week 6, Day 2	Oral Fluency Assessment for all students	
Theme 1/Week 6, Day 3	Oral Fluency Assessment for all students	
Theme 1/Week 6, Day 4	Oral Fluency Assessment for all students	
Theme 1/Week 6, Day 5	Oral Fluency Assessment for all students	
Theme 2/Week 1, Day 1	Instruction – FF Page 50: [read aloud <b>Why the Sun and Moon Live in the Sky</b> R.9] Independent Practice—[Fluency Workbook pp. 17-19]	
Theme 2/Week 1, Day 2	Leveled Practice – FF Page 51: [fluency reader and audio CD <b>Three Fables</b> ]	
Theme 2/Week 1, Day 3	Instruction – FF Page 52: [model partner reading, <b>My Pets</b> , Fluency Card 5] Intervention—FF Page 52, ‘stuck on a word’ back of Fluency Card 5]	Final <i>e</i> at, ate, slid, slide
Theme 2/Week 1, Day 4	Intervention—FF Page 53, review phonics and build sight word fluency, FlipChart pp.15-16	<i>Build Sight Word Fluency</i> by, one, had, not, but, what
Theme 2/Week 1, Day 5	Assessment – FF Page 53: 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 2/Week 2, Day 1	Instruction – FF Page 54: [read aloud <b>The Mitten</b> R10-R11] Independent Practice—[Fluency Workbook pp. 20-22]	
Theme 2/Week 2, Day 2	Leveled Practice – FF Page 55: [fluency reader and audio CD <b>The Very Big Potato</b> ]	
Theme 2/Week 2, Day 3	Instruction – FF Page 56: [model partner reading, <b>Where the Green Grass Grows</b> , Fluency Card 6] Intervention—FF Page 56, ‘stuck on a word’ back of Fluency Card 6]	<i>r</i> -Blends <u>green</u> , <u>frog</u>
Theme 2/Week 2, Day 4	Intervention—FF Page 57, review phonics and build sight word fluency, FlipChart pp.17-18	<i>Build Sight Word Fluency</i> all, were, when, we, there, can
Theme 2/Week 2, Day 5	Assessment – FF Page 57: Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment	
Theme 2/Week 3, Day 1	Instruction – FF Page 58: [read aloud <b>The Gunniwolf</b> , R-12-14] Independent Practice—[Fluency Workbook pp. 23-25]	
Theme 2/Week 3, Day 2	Leveled Practice – FF Page 59: [fluency reader and audio CD <b>Stage Door Workshop</b> ]	
Theme 2/Week 3, Day 3	Instruction – FF Page 60: [model partner reading, <b>My Shaggy Dog</b> , Fluency Card 7] Intervention—FF Page 60, ‘stuck on a word’ back of Fluency Card 7]	Digraph <i>sh</i> <u>shaggy</u> , <u>shower</u>
Theme 2/Week 3, Day 4	Intervention—FF Page 61, review phonics and build sight word fluency, FlipChart pp.19-20	<i>Build Sight Word Fluency</i> an, your, which, their, said, if
Theme 2/Week 3, Day 5	Assessment – FF Page 61: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	
Theme 2/Week 4, Day 1	Instruction – FF Page 62: [read aloud <b>Wisdom Belongs to Everyone</b> , R15] Independent Practice—[Fluency Workbook pp. 26-28]	
Theme 2/Week 4, Day 2	Leveled Practice – FF Page 63: [fluency reader and audio CD <b>Fruit Riddles</b> ]	
Theme 2/Week 4, Day 3	Instruction – FF Page 64: [model choral reading, <b>Summer Outing</b> , Fluency Card 8] Intervention—FF Page 64, ‘stuck on a word’ back of Fluency Card 8]	Ending <i>-ing</i> <u>skipping</u> , <u>racing</u>
Theme 2/Week 4, Day 4	Intervention—FF Page 65, review phonics and build sight word fluency, FlipChart pp.21-22	<i>Build Sight Word Fluency</i> do, will, each, about, how, up
Theme 2/Week 4, Day 5	Assessment – FF Page 65: 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 2/Week 5, Day 1	Oral Fluency Assessment for basic and below-basic students	
Theme 2/Week 5, Day 2	Oral Fluency Assessment for basic and below-basic students	
Theme 2/Week 5, Day 3	Oral Fluency Assessment for basic and below-basic students	
Theme 2/Week 5, Day 4	Oral Fluency Assessment for basic and below-basic students	
Theme 2/Week 5, Day 5	Oral Fluency Assessment for basic and below-basic students	
Theme 2/Week 6, Day 1	Oral Fluency Assessment for basic and below-basic students	
Theme 2/Week 6, Day 2	Oral Fluency Assessment for basic and below-basic students	
Theme 2/Week 6, Day 3	Oral Fluency Assessment for basic and below-basic students	
Theme 2/Week 6, Day 4	Oral Fluency Assessment for basic and below-basic students	
Theme 2/Week 6, Day 5	Oral Fluency Assessment for basic and below-basic students	
Theme 3/Week 1, Day 1	Instruction – FF Page 68: [read aloud <b>Paul Bunyan</b> , R16] Independent Practice—[Fluency Workbook pp. 30-32]	
Theme 3/Week 1, Day 2	Leveled Practice – FF Page 69: [fluency reader and audio CD <b>Neat Pete: A Pig’s Tale</b> ]	
Theme 3/Week 1, Day 3	Instruction – FF Page 70: [model partner reading, <b>Today is My Birthday</b> , Fluency Card 9] Intervention—FF Page 70, ‘stuck on a word’ back of Fluency Card 9]	
Theme 3/Week 1, Day 4	Intervention—FF Page 71, review phonics and build sight word fluency, FlipChart pp.25-26	<i>Build Sight Word Fluency</i> out, them, then, she, many, some
Theme 3/Week 1, Day 5	Assessment – FF Page 71: 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 2, Day 1	Instruction – FF Page 72: [read aloud <b>Why Mount Shasta Erupted</b> , R17-18] Independent Practice—[Fluency Workbook, pp. 33-35]	
Theme 3/Week 2, Day 2	Leveled Practice – FF Page 73: [fluency reader and audio CD <b>Tell Me a Story</b> ]	
Theme 3/Week 2, Day 3	Instruction – FF Page 74: [model partner reading, <b>Will Your Eyes Get Stuck?</b> , Fluency Card 10] Intervention—FF Page 74, ‘stuck on a word’ back of Fluency Card 10]	Long <i>e</i>
Theme 3/Week 2, Day 4	Intervention—FF Page 75, review phonics and build sight word fluency, FlipChart pp.27-28	<i>Build Sight Word Fluency</i> so, these, would, other, into, has
Theme 3/Week 2, Day 5	Assessment – FF Page 75: Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment	
Theme 3/Week 3, Day 1	Instruction – FF Page 76: [read aloud <b>Sally Ann thunder Ann Whirlwind Crockett Meets Mike Fink, Snappin’ Turkle</b> R19-21] Independent Practice—[Fluency Workbook, pp. 36-38]	
Theme 3/Week 3, Day 2	Leveled Practice – FF Page 77: [fluency reader and audio CD <b>Sports Day</b> ]	
Theme 3/Week 3, Day 3	Instruction – FF Page 78: [model partner reading, <b>Firefighter</b> , Fluency Card 11] Intervention—FF Page 78, ‘stuck on a word’ back of Fluency Card 11]	Long <i>o</i>
Theme 3/Week 3, Day 4	Intervention—FF Page 79, review phonics and build sight word fluency, FlipChart pp.29-30	Short <i>a</i> more, her, two, like, him, see
Theme 3/Week 3, Day 5	Assessment – FF Page 79: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	
Theme 3/Week 4, Day 1	Instruction – FF Page 80: [read aloud <b>Tattercoats</b> R22-23] Independent Practice—[Fluency Workbook, pp. 39-41]	
Theme 3/Week 4, Day 2	Leveled Practice – FF Page 81: [fluency reader and audio CD <b>Not for Me</b> ]	
Theme 3/Week 4, Day 3	Instruction – FF Page 82: [model expressive reading, <b>Bats</b> , Fluency Card 12] Intervention—FF Page 82, ‘stuck on a word’ back of Fluency Card 12]	Long <i>i</i> <u>high</u> , <u>might</u>
Theme 3/Week 4, Day 4	Intervention—FF Page 83, review phonics and build sight word fluency, FlipChart pp.31-32	<i>Build Sight Word Fluency</i> time, could, no, make, than, first
Theme 3/Week 4, Day 5	Assessment – FF Page 83: 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 5, Day 1	Oral Fluency Assessment—All Students	
Theme 3/Week 5, Day 2	Oral Fluency Assessment—All Students	
Theme 3/Week 5, Day 3	Oral Fluency Assessment—All Students	
Theme 3/Week 5, Day 4	Oral Fluency Assessment—All Students	
Theme 3/Week 5, Day 5	Oral Fluency Assessment—All Students	
Theme 3/Week 6, Day 1	Oral Fluency Assessment—All Students	
Theme 3/Week 6, Day 2	Oral Fluency Assessment—All Students	
Theme 3/Week 6, Day 3	Oral Fluency Assessment—All Students	
Theme 3/Week 6, Day 4	Oral Fluency Assessment—All Students	
Theme 3/Week 6, Day 5	Oral Fluency Assessment—All Students	
Theme 4/Week 1, Day 1	Instruction – FF Page 86: [read aloud <b>Juan Bobo and the Buñuelos</b> p.R24-25] Independent Practice—[Fluency Workshop pp. 43-45]	
Theme 4/Week 1, Day 2	Leveled Practice – FF Page 87: [fluency reader and audio CD <b>The Big “M”</b> ]	
Theme 4/Week 1, Day 3	Instruction – FF Page 88: [conduct reader’s theater, <b>Little Bear</b> , Fluency Card 13] Intervention—FF Page 88, ‘stuck on a word’ back of Fluency Card 13]	<i>r</i> -Controlled Vowel <i>air, ear, ere, are</i> <u>air</u> , <u>care</u> , <u>there</u> , <u>bear</u>
Theme 4/Week 1, Day 4	Intervention—FF Page 89, review phonics and build sight word fluency, FlipChart pp.35-36	<i>Build Sight Word Fluency</i> been, its, who, now, people, my
Theme 4/Week 1, Day 5	Assessment – FF Page 89: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	
Theme 4/Week 2, Day 1	Instruction – FF Page 90: [read <b>How Cat Got a Perfect Purr</b> p.R26-29] Independent Practice—[Fluency Workshop pp. 46-48]	
Theme 4/Week 2, Day 2	Leveled Practice – FF Page 91: [fluency reader and audio CD <b>The Elves and the Shoemaker</b> ]	
Theme 4/Week 2, Day 3	Instruction – FF Page 92: [conduct reader’s theater, <b>A Horse named Cora</b> , Fluency Card 14] Intervention—FF Page 92, ‘stuck on a word’ back of Fluency Card 14]	<i>r</i> -Controlled Vowel <i>or, our, ore</i> <u>horse</u> , <u>four</u> , <u>more</u>
Theme 4/Week 2, Day 4	Intervention—FF Page 93, review phonics and build sight word fluency, FlipChart pp.37-38	<i>Build Sight Word Fluency</i> made, over, did, down, only, way
Theme 4/Week 2, 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 4/Week 3, Day 1	Instruction – FF Page 94: [read aloud <b>The Stonecutter</b> , p.R3-32] Independent Practice—[Fluency Workbook, pp. 49-51]	
Theme 4/Week 3, Day 2	Leveled Practice – FF Page 95: [fluency reader and audio CD <b>Bats</b> ]	
Theme 4/Week 3, Day 3	Instruction – FF Page 96: [conduct reader’s theater <b>I Wonder</b> , Fluency Card 15] Intervention—FF Page 96, ‘stuck on a word’ back of Fluency Card 15]	<i>r</i> -Controlled Vowels <i>er, ir, ur</i> wonder, <u>first</u> , <u>turn</u>
Theme 4/Week 3, Day 4	Intervention—FF Page 97, review phonics and build sight word fluency, FlipChart pp.39-40	<i>Build Sight Word Fluency</i> find, use, may, water, long, little
Theme 4/Week 3, Day 5	Assessment – FF Page 97: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	
Theme 4/Week 4, Day 1	Instruction – FF Page 98: [read aloud <b>The Three Billy Goats Gruff</b> , p.R33-34] Independent Practice—[Fluency Workbook, pp. 52-54]	
Theme 4/Week 4, Day 2	Leveled Practice – FF Page 99: [fluency reader and audio CD <b>Food Court</b> ]	
Theme 4/Week 4, Day 3	Instruction – FF Page 100: [conduct reader’s theater, <b>A Charming Starry Sky</b> , Fluency Card 16] Intervention—FF Page 100, ‘stuck on a word’ back of Fluency Card 16]	<i>r</i> -Controlled Vowel <i>ar</i> park, jar
Theme 4/Week 4, Day 4	Intervention—FF Page 101, review phonics and build sight word fluency, FlipChart pp.41-42	<i>Build Sight Word Fluency</i> very, after, words, called, just, where
Theme 4/Week 4, Day 5	Assessment – FF Page 101: Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment	
Theme 4/Week 5, Day 1	Oral Fluency Assessment for basic and below-basic students	
Theme 4/Week 5, Day 2	Oral Fluency Assessment for basic and below-basic students	
Theme 4/Week 5, Day 3	Oral Fluency Assessment for basic and below-basic students	
Theme 4/Week 5, Day 4	Oral Fluency Assessment for basic and below-basic students	
Theme 4/Week 5, 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 4/Week 6, Day 1	Oral Fluency Assessment for basic and below-basic students	
Theme 4/Week 6, Day 2	Oral Fluency Assessment for basic and below-basic students	
Theme 4/Week 6, Day 3	Oral Fluency Assessment for basic and below-basic students	
Theme 4/Week 6, Day 4	Oral Fluency Assessment for basic and below-basic students	
Theme 4/Week 6, Day 5	Oral Fluency Assessment for basic and below-basic students	
Theme 5/Week 1, Day 1	Instruction – FF Page 104: [read aloud <b>Belling the Cat</b> , p.R35] Independent Practice—[Fluency Workbook, pp. 56-58]	
Theme 5/Week 1, Day 2	Leveled Practice – FF Page 105: [fluency reader and audio CD <b>Our Flag</b> ]	
Theme 5/Week 1, Day 3	Instruction – FF Page 106: [model repeated reading, <b>The Chinese New Year</b> , Fluency Card 17] Intervention—FF Page 106, ‘stuck on a word’ back of Fluency Card 17]	Variant Vowel <i>oo</i> <u>boot</u> , <u>look</u>
Theme 5/Week 1, Day 4	Intervention—FF Page 107, review phonics and build sight word fluency, FlipChart pp.45-46	<i>Build Sight Word Fluency</i> most, know, get, through, back, much
Theme 5/Week 1, Day 5	Assessment – FF Page 107: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	
Theme 5/Week 2, Day 1	Instruction – FF Page 108: [read aloud <b>Bleezer’s ice Cream</b> , R36] Independent Practice—[Fluency Workbook, pp. 59-61]	
Theme 5/Week 2, Day 2	Leveled Practice – FF Page 109: [fluency reader and audio CD <b>The Mural</b> ]	
Theme 5/Week 2, Day 3	Instruction – FF Page 110: [model repeated reading, <b>How Can You Help the Earth’s Animals?</b> , Fluency Card 18] Intervention—FF Page 110, ‘stuck on a word’ back of Fluency Card 18]	Long <i>e</i> (y, ey) many, <u>honey</u>
Theme 5/Week 2, Day 4	Intervention—FF Page 111, review phonics and build sight word fluency, FlipChart pp.47-48	<i>Build Sight Word Fluency</i> before, go, good, new, write, our
Theme 5/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>
Theme 5/Week 3, Day 1	Instruction – FF Page 112: [read aloud <b>On the Wild Side</b> , p.R37-38] Independent Practice—[Fluency Workbook, pp. 62-64]	
Theme 5/Week 3, Day 2	Leveled Practice – FF Page 113: [fluency reader and audio CD <b>Spiders</b> ]	
Theme 5/Week 3, Day 3	Instruction – FF Page 114: [model repeated reading, <b>Drawing Pictures</b> , Fluency Card 19] Intervention—FF Page 114, ‘stuck on a word’ back of Fluency Card 19]	Variant Vowel <i>au, aw, a(ll)</i> <u>autumn, straw, tall</u>
Theme 5/Week 3, Day 4	Intervention—FF Page 115, review phonics and build sight word fluency, FlipChart pp.49-50	<i>Build Sight Word Fluency</i> used, me, man, too, any, day
Theme 5/Week 3, Day 5	Assessment – FF Page 115: Intervention— Oral Fluency Assessment/On-Level— Informal Assessment	
Theme 5/Week 4, Day 1	Instruction – FF Page 116: [read aloud <b>Coyote Helps Decorate the Night</b> , p. R39] Independent Practice—[Fluency Workbook, pp.65-67]	
Theme 5/Week 4, Day 2	Leveled Practice – FF Page 117: [fluency reader and audio CD <b>The Journey</b> ]	
Theme 5/Week 4, Day 3	Instruction – FF Page 118: [model repeated reading, <b>Seed, Sprout, Flower</b> , Fluency Card 20] Intervention—FF Page 118, ‘stuck on a word’ back of Fluency Card 20]	Diphthong <i>ou, ow</i> <u>round, flowers</u>
Theme 5/Week 4, Day 4	Intervention—FF Page 119, review phonics and build sight word fluency, FlipChart pp.51-52	<i>Build Sight Word Fluency</i> same, right, look, think, also, around
Theme 5/Week 4, Day 5	Assessment – FF Page 119: Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment	
Theme 5/Week 5, Day 1	Oral Reading Fluency Assessment for all students	
Theme 5/Week 5, Day 2	Oral Reading Fluency Assessment for all students	
Theme 5/Week 5, Day 3	Oral Reading Fluency Assessment for all students	
Theme 5/Week 5, Day 4	Oral Reading Fluency Assessment for all students	
Theme 5/Week 5, 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 5/Week 6, Day 1	Oral Reading Fluency Assessment for all students	
Theme 5/Week 6, Day 2	Oral Reading Fluency Assessment for all students	
Theme 5/Week 6, Day 3	Oral Reading Fluency Assessment for all students	
Theme 5/Week 6, Day 4	Oral Reading Fluency Assessment for all students	
Theme 5/Week 6, Day 5	Oral Reading Fluency Assessment for all students	
Theme 6/Week 1, Day 1	Instruction – FF Page 122: [read aloud <b>Florence Nightingale: The Lady with the Lamp</b> , p.R40] Independent Practice—[Fluency Workbook, pp. 69-71]	
Theme 6/Week 1, Day 2	Leveled Practice – FF Page 123: [fluency reader and audio CD <b>Firefighters</b> ]	
Theme 6/Week 1, Day 3	Instruction – FF Page 124: [model expert reading, <b>Naptime</b> , Fluency Card 21] Intervention—FF Page 124, ‘stuck on a word’ back of Fluency Card 21]	Schwa about, ajar
Theme 6/Week 1, Day 4	Intervention—FF Page 125, review phonics and build sight word fluency, FlipChart pp. 55-56	<i>Build Sight Word Fluency</i> another, came, come, work, three, word
Theme 6/Week 1, Day 5	Assessment – FF Page 125: Intervention— Oral Fluency Assessment/On-Level— Informal Assessment	
Theme 6/Week 2, Day 1	Instruction – FF Page 126: [read aloud <b>Animal Keeper</b> , p.R41-42] Independent Practice—[Fluency Workbook, pp. 72-74]	
Theme 6/Week 2, Day 2	Leveled Practice – FF Page 127: [fluency reader and audio CD <b>In the Rain Forest</b> ]	
Theme 6/Week 2, Day 3	Instruction – FF Page 128: [model expert reading, <b>The Best Medicine</b> , Fluency Card 22] Intervention—FF Page 128, ‘stuck on a word’ back of Fluency Card 22]	Digraphs <i>gh, ph</i> laugh, phone
Theme 6/Week 2, Day 4	Intervention—FF Page 129, review phonics and build sight word fluency, FlipChart pp. 57-58	<i>Build Sight Word Fluency</i> must, because, does, part, even, place
Theme 6/Week 2, Day 5	Assessment – FF Page 129: Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment	

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Theme 6/Week 3, Day 1	Instruction – FF Page 130: [read aloud <b>The Nightingale</b> , p.R43-44] Independent Practice—[Workbook, pp. 75-77]	
Theme 6/Week 3, Day 2	Leveled Practice – FF Page 131: [fluency reader and audio CD <b>Beat It!</b> ]	
Theme 6/Week 3, Day 3	Instruction – FF Page 132: [model expert reading, <b>George the Giraffe</b> , Fluency Card 23] Intervention—FF Page 132, ‘stuck on a word’ back of Fluency Card 23]	Soft <i>c</i> and <i>g</i> <u>cent</u> , <u>cage</u>
Theme 6/Week 3, Day 4	Intervention—FF Page 133, review phonics and build sight word fluency, FlipChart pp.59-60	<i>Build Sight Word Fluency</i> well, such, here, take, why, things
Theme 6/Week 3, Day 5	Assessment – FF Page 133: Intervention— Oral Fluency Assessment/On-Level— Informal Assessment	
Theme 6/Week 4, Day 1	Instruction – FF Page 134 [read aloud <b>James and Dolley Madison</b> , p.R45-46] Independent Practice—[Fluency Workshop pp. 78-80]	
Theme 6/Week 4, Day 2	Leveled Practice – FF Page 135: [fluency reader and audio CD <b>The Vet</b> ]	
Theme 6/Week 4, Day 3	Instruction – FF Page 136: [model expert reading, <b>Knock-Knock!</b> , Fluency Card 24] Intervention—FF Page 136, ‘stuck on a word’ back of Fluency Card 24]	Silent Letters <u>k</u> nee, <u>k</u> nob
Theme 6/Week 4, Day 4	Intervention—FF Page 137, review phonics and build sight word fluency, FlipChart pp. 61-62	<i>Build Sight Word Fluency</i> help, put, years, different, away, again
Theme 6/Week 4, Day 5	Assessment – FF Page 137: Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment	
Theme 6/Week 5, Day 1	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 5, Day 2	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 5, Day 3	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 5, Day 4	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 5, Day 5	Oral Fluency Assessment for basic and below-basic students	

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Theme 6/Week 6, Day1	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 6, Day 2	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 6, Day 3	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 6, Day 4	Oral Fluency Assessment for basic and below-basic students	
Theme 6/Week 6, Day 5	Oral Fluency Assessment for basic and below-basic students	