

Fluency Formula™

Correlation to Houghton Mifflin, Grade 6

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.

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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).

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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

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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.

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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.

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When you are here in Houghton Mifflin:	Do this in Fluency Formula:	Specific phonics skills targeted in Fluency Formula:
Theme 1/Week 1, Day 1	Instruction – FF Page 32: [read aloud The Search for the Mummy’s Tomb , p.R5-7] Independent Practice—[Fluency Workbook pp. 4-6]	
Theme 1/Week 1, Day 2	Leveled Practice – FF Page 33: [fluency reader and audio CD A Just Reward]	
Theme 1/Week 1, Day 3	Instruction – FF Page 34: [Build phonics fluency using Fluency FlipChart, p.5] Revisit fluency reader	Ending – <i>ed</i> <u>filled</u> , <u>raced</u> , <u>acted</u>
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> ability, accept, accuse, ache, acre, actual, afford, alert
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 A Lost City.. , p.R8] Independent Practice—[Fluency Workbook pp. 7-9]	
Theme 1/Week 2, Day 2	Leveled Practice – FF Page 37: [fluency reader and audio CD After School]	
Theme 1/Week 2, Day 3	Instruction – FF Page 34: [Build phonics fluency using Fluency FlipChart, p.7] Revisit fluency reader	Multiple Sounds of <i>c</i> <u>center</u> , <u>candle</u> , <u>character</u>
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> alongside, alphabet, amount, ancestor, ancient, announce, area, argue
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 Gulliver’s Travels , p.R9-10] Independent Practice—[Fluency Workbook pp. 10-12]	
Theme 1/Week 3, Day 2	Leveled Practice – FF Page 41: [fluency reader and audio CD Hoax]	
Theme 1/Week 3, Day 3	Instruction – FF Page 42: [Build phonics fluency using Fluency FlipChart, p.9] Revisit fluency reader	Root <i>micro</i> <u>microscope</u> , <u>microorganism</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> arrange, article, astonish, astronaut, audience, author, awkward, background
Theme 1/Week 3, Day 5	Assessment – FF Page 43: Intervention-- Oral Fluency Assessment/On-Level-- Informal Assessment	

When you are here in	Do this in Fluency Formula:	Specific phonics skills targeted
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Houghton Mifflin:		in Fluency Formula:
Theme 1/Week 4, Day 1	Instruction – FF Page 44: [read aloud Delicious or Dangerous , p.R11] Independent Practice—[Fluency Workbook pp. 13-15]	
Theme 1/Week 4, Day 2	Leveled Practice – FF Page 45: [fluency reader and audio CD Homerom]	
Theme 1/Week 4, Day 3	Instruction – FF Page 46: [Build phonics fluency using Fluency FlipChart, p.11] Revisit fluency reader	Suffixes sad <u>sadly</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> bargain, being, blind, boil, brain, bravery, breathless, bruise
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-all students	
Theme 1/Week 5, Day 2	Oral Fluency Assessment-all students	
Theme 1/Week 5, Day 3	Oral Fluency Assessment-all students	
Theme 1/Week 5, Day 4	Oral Fluency Assessment-all students	
Theme 1/Week 5, Day 5	Oral Fluency Assessment-all students	

Theme 1/Week 6, Day 1	Oral Fluency Assessment-all students	
Theme 1/Week 6, Day 2	Oral Fluency Assessment-all students	
Theme 1/Week 6, Day 3	Oral Fluency Assessment-all students	
Theme 1/Week 6, Day 4	Oral Fluency Assessment-all students	
Theme 1/Week 6, Day 5	Oral Fluency Assessment-all students	

Theme 2/Week 1, Day 1	Instruction – FF Page 50: [read aloud Alice’s Adventures... , R.12-18] Independent Practice—[Fluency Workbook pp. 17-19]	
Theme 2/Week 1, Day 2	Leveled Practice – FF Page 51: [fluency reader and audio CD Alive!]	
Theme 2/Week 1, Day 3	Instruction – FF Page 52: [Build phonics fluency using Fluency FlipChart, p.15] Revisit fluency reader	Consonant + <i>le</i> , <i>+al</i> Syllables Chort <u>le</u> , vorp <u>al</u> , mamm <u>al</u>
Theme 2/Week 1, Day 4	Intervention—FF Page 53, review phonics and build sight word fluency, FlipChart pp.15-16	<i>Building Sight Word Fluency</i> building, canoe, capture, carnival, carriage, cautious, celebrate, cement
Theme 2/Week 1, Day 5	Assessment – FF Page 53: 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 2/Week 2, Day 1	Instruction – FF Page 54: [read aloud The	

	Star Fisher R19-23] Independent Practice—[Fluency Workbook pp. 20-22]	
Theme 2/Week 2, Day 2	Leveled Practice – FF Page 55: [fluency reader and audio CD This Teacher is Tops!]	
Theme 2/Week 2, Day 3	Instruction – FF Page 56: [Build phonics fluency using Fluency FlipChart, p.17] Revisit fluency reader	<i>r-Controlled Vowels</i> shorter, neighbor, dirty, turtle, partial
Theme 2/Week 2, Day 4	Intervention—FF Page 57, review phonics and build sight word fluency, FlipChart pp.17-18	<i>Building Sight Word Fluency</i> century, champion, character, chocolate, choice, claim, closet, clumsy
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 Theseus and the Minotaur R24-25] Independent Practice—[Fluency Workbook pp. 23-25]	
Theme 2/Week 3, Day 2	Leveled Practice – FF Page 59: [fluency reader and audio CD Friends]	
Theme 2/Week 3, Day 3	Instruction – FF Page 60: [Build phonics fluency using Fluency FlipChart, p.19] Revisit fluency reader	Long-Vowel Digraphs moonbeam, coaxing, kneecap, sailing, youthful, people, leisure, height, genie
Theme 2/Week 3, Day 4	Intervention—FF Page 61, review phonics and build sight word fluency, FlipChart pp.19-20	<i>Building Sight Word Fluency</i> collapse, collect, committee, companion, compound, concern, condition, confuse
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 Paul Crash , R26-31] Independent Practice—[Fluency Workbook pp. 26-28]	
Theme 2/Week 4, Day 2	Leveled Practice – FF Page 63: [fluency reader and audio CD Spare the Mare!]	
Theme 2/Week 4, Day 3	Instruction – FF Page 64: [Build phonics fluency using Fluency FlipChart, p.21] Revisit fluency reader	Open Syllables radio, frequent, biceps, solar, human
Theme 2/Week 4, Day 4	Intervention—FF Page 65, review phonics and build sight word fluency, FlipChart pp.21-22	<i>Building Sight Word Fluency</i> convenient, conversation, costume, coward, creature, cupboard, decoration, department
Theme 2/Week 4, Day 5	Assessment – FF Page 65: 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 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 The Amazing Life of Harry Houdini , R32-35] Independent Practice—[Fluency Workbook pp. 30-32]	
Theme 3/Week 1, Day 2	Leveled Practice – FF Page 69: [fluency reader and audio CD Kids & Co.]	
Theme 3/Week 1, Day 3	Instruction – FF Page 70: [Build phonics fluency using Fluency FlipChart, p.25] Revisit fluency reader	Compound Words someday, moonwalk, earthquake
Theme 3/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> desperate, dessert, dictionary, discovery, disease, doubtful, echo, effect
Theme 3/Week 1, Day 5	Assessment – FF Page 71: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment	

Theme 3/Week 2, Day 1	Instruction – FF Page 72: [read aloud The Earth Heats Up R36] Independent Practice—[Fluency Workbook, pp. 33-35]	
Theme 3/Week 2, Day 2	Leveled Practice – FF Page 73: [fluency reader and audio CD Where are the Wolves?]	
Theme 3/Week 2, Day 3	Instruction – FF Page 74: [Build phonics fluency using Fluency FlipChart, p.27] Revisit fluency reader	Closed Syllables offered, complete, sunken
Theme 3/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> encyclopedia, entrance, equipment, expensive, experience, fashion, feature, flavor
Theme 3/Week 2, Day 5	Assessment – FF Page 75: 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 3/Week 3, Day 1	Instruction – FF Page 76: [read aloud The Secret Garden R37-38]	

	Independent Practice—[Fluency Workbook, pp. 36-38]	
Theme 3/Week 3, Day 2	Leveled Practice – FF Page 77: [fluency reader and audio CD The Painter King]	
Theme 3/Week 3, Day 3	Instruction – FF Page 78: [Build phonics fluency using Fluency FlipChart, p.29] Revisit fluency reader	Digraphs <i>gh, ph</i> <u>photograph</u> , <u>tough</u> , <u>laugh</u>
Theme 3/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> fond, foreign, forever, fortunate, freight, frontier, furniture, geography
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 The Lark and the Farmer R39-49] Independent Practice—[Fluency Workbook, pp. 39-41]	
Theme 3/Week 4, Day 2	Leveled Practice – FF Page 81: [fluency reader and audio CD Golden Games]	
Theme 3/Week 4, Day 3	Instruction – FF Page 82: [Build phonics fluency using Fluency FlipChart, p.31] Revisit fluency reader	Suffixes harm <u>ful</u> , rip <u>en</u> , press <u>ing</u>
Theme 3/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> gesture, glimpse, gradual, grumble, guide, habit, happening, health
Theme 3/Week 4, Day 5	Assessment – FF Page 83: Intervention-- Oral Fluency Assessment/On-Level-- Informal Assessment	

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	

When you are here in Houghton Mifflin:	Do this in Fluency Formula:	Specific phonics skills targeted in Fluency Formula:
Theme 4/Week 1, Day 1	Instruction – FF Page 86: [read athena and Arachne p.R41-42] Independent Practice—[Fluency Workshop	

	pp. 43-45]	
Theme 4/Week 1, Day 2	Leveled Practice – FF Page 87: [fluency reader and audio CD Help is on the Way]	
Theme 4/Week 1, Day 3	Instruction – FF Page 88: [Build phonics fluency using Fluency FlipChart, p.35] Revisit fluency reader	Prefixes <u>un</u> fasten, <u>re</u> make, <u>out</u> witted
Theme 4/Week 1, Day 4	Intervention—FF Page 89, review phonics and build sight word fluency, FlipChart pp.35-36	<i>Building Sight Word Fluency</i> height, hesitate, hoarse, imagination, imitate, informati
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 The Phantom Tollbooth p.R43-45] Independent Practice—[Fluency Workshop pp. 46-48]	
Theme 4/Week 2, Day 2	Leveled Practice – FF Page 91: [fluency reader and audio CD Treasure Island]	
Theme 4/Week 2, Day 3	Instruction – FF Page 92: [Build phonics fluency using Fluency FlipChart, p.37] Revisit fluency reader	Related Words image, imagine, imagination
Theme 4/Week 2, Day 4	Intervention—FF Page 93, review phonics and build sight word fluency, FlipChart pp.37-38	<i>Building Sight Word Fluency</i> journey, label, laboratory, legend, liberty, librarian, limit, liquid
Theme 4/Week 2, Day 5	Assessment – FF Page 93: Intervention-- Oral Fluency Assessment/On-Level-- Informal Assessment	

Theme 4/Week 3, Day 1	Instruction – FF Page 94: [read aloud The Water Festival , p.R46-47] Independent Practice—[Fluency Workbook, pp. 49-51]	
Theme 4/Week 3, Day 2	Leveled Practice – FF Page 95: [fluency reader and audio CD So Scary!]	
Theme 4/Week 3, Day 3	Instruction – FF Page 96: [Build phonics fluency using Fluency FlipChart, p.39] Revisit fluency reader	Open and Closed Syllables China, dynasty, character, history
Theme 4/Week 3, Day 4	Intervention—FF Page 97, review phonics and build sight word fluency, FlipChart pp.39-40	<i>Building Sight Word Fluency</i> lonely, magnificent, material, measurement, memory, messenger, monarch, mosquito
Theme 4/Week 3, Day 5	Assessment – FF Page 97: 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 4/Week 4, Day 1	Instruction – FF Page 98: [read aloud Apollo and Daphne , p.R48] Independent Practice—[Fluency Workbook, pp. 52-54]	

Theme 4/Week 4, Day 2	Leveled Practice – FF Page 99: [fluency reader and audio CD Mesa Verde]	
Theme 4/Week 4, Day 3	Instruction – FF Page 100: [Build phonics fluency using Fluency FlipChart, p.41] Revisit fluency reader	Consonant Digraphs Hats <u>h</u> epsut, <u>T</u> hebes, r <u>igh</u> es, <u>ph</u> araoh, mean <u>wh</u> ile
Theme 4/Week 4, Day 4	Intervention—FF Page 101, review phonics and build sight word fluency, FlipChart pp.41-42	<i>Building Sight Word Fluency</i> motion, muscle, musician, mysterious, myth, national, natural, noisy
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	

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 Don Quixote , p.R49-52] Independent Practice—[Fluency Workbook, pp. 56-58]	
Theme 5/Week 1, Day 2	Leveled Practice – FF Page 105: [fluency reader and audio CD The Amazon]	
Theme 5/Week 1, Day 3	Instruction – FF Page 106: [Build phonics fluency using Fluency FlipChart, p.45] Revisit fluency reader	Prefixed <u>r</u> ep l ace, <u>e</u> xchange, <u>d</u> evalue
Theme 5/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> official, opinion, opposite, ordinary, oxygen, paragraph, pause, peculiar
Theme 5/Week 1, Day 5	Assessment – FF Page 107: 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 5/Week 2, Day 1	Instruction – FF Page 108: [read aloud Silent Spring , R53-54] Independent Practice—[Fluency Workbook, pp. 59-61]	
Theme 5/Week 2, Day 2	Leveled Practice – FF Page 109: [fluency	

	reader and audio CD Great Explorations	
Theme 5/Week 2, Day 3	Instruction – FF Page 110: [Build phonics fluency using Fluency FlipChart, p.47] Revisit fluency reader	Multiple Sounds of <i>c, g, ch</i> coral, resistance, ocean, endangered, global, chemical, choking
Theme 5/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> persuade, pioneer, pleasure, possession, practical, prefix, pronounce, rapid
Theme 5/Week 2, Day 5	Assessment – FF Page 111: Intervention-- Oral Fluency Assessment/On-Level-- Informal Assessment	

Theme 5/Week 3, Day 1	Instruction – FF Page 112: [read aloud Family Secrets , p.R55-58] Independent Practice—[Fluency Workbook, pp. 62-64]	
Theme 5/Week 3, Day 2	Leveled Practice – FF Page 113: [fluency reader and audio CD Saving the Animals]	
Theme 5/Week 3, Day 3	Instruction – FF Page 114: [Build phonics fluency using Fluency FlipChart, p.49] Revisit fluency reader	Suffix <i>-ist</i> archaeologist, royalist, cyclist, organist, muralist
Theme 5/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> receive, remarkable, research, reservation, responsibility, rodeo, rough, sample
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 Homesick: My Own Story , p. R59-63] Independent Practice—[Fluency Workbook, pp.65-67]	
Theme 5/Week 4, Day 2	Leveled Practice – FF Page 117: [fluency reader and audio CD Under Wraps]	
Theme 5/Week 4, Day 3	Instruction – FF Page 118: [Build phonics fluency using Fluency FlipChart, p.51] Revisit fluency reader	Silent Letters tomb, knowledge, wrapping
Theme 5/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> satellite, scene, scientific, seldom, shouldn't, situation, skeleton, society
Theme 5/Week 4, Day 5	Assessment – FF Page 119: 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 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	
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 Pegasus and Bellerophon , p.R64] Independent Practice—[Fluency Workbook, pp. 69-71]	
Theme 6/Week 1, Day 2	Leveled Practice – FF Page 123: [fluency reader and audio CD Titanic]	
Theme 6/Week 1, Day 3	Instruction – FF Page 124: [Build phonics fluency using Fluency FlipChart, p.55] Revisit fluency reader	Closed Syllables <u>solid</u> , <u>animal</u> , <u>subdue</u> , <u>after</u>
Theme 6/Week 1, Day 4	Intervention—FF Page 125, review phonics and build sight word fluency, FlipChart pp. 55-56	<i>Building Sight Word Fluency</i> somewhere, southern, spoken, sport, squeeze, strength, structure, successful
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 True Confessions of Charlotte Doyle , p.R65-70] Independent Practice—[Fluency Workbook, pp. 72-74]	
Theme 6/Week 2, Day 2	Leveled Practice – FF Page 127: [fluency reader and audio CD The Story of Levi's]	
Theme 6/Week 2, Day 3	Instruction – FF Page 128: [Build phonics fluency using Fluency FlipChart, p.57] Revisit fluency reader	<i>r</i> -Controlled Vowel Syllables <u>reported</u> , <u>farming</u> , <u>shortage</u> , <u>warriors</u>
Theme 6/Week 2, Day 4	Intervention—FF Page 129, review phonics and build sight word fluency, FlipChart pp. 57-58	<i>Building Sight Word Fluency</i> suggestion, suspect, symbol, taxi, temperature, territory, terror, they're
Theme 6/Week 2, 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:
When you are here in Houghton Mifflin:	Do this in Fluency Formula:	Specific phonics skills targeted in Fluency Formula:
Theme 6/Week 3, Day 1	Instruction – FF Page 130: [read aloud The Ear, the Eye, and the Arm , p.R71-73] Independent Practice—[Workbook, pp. 75-77]	
Theme 6/Week 3, Day 2	Leveled Practice – FF Page 131: [fluency reader and audio CD Eleanor Roosevelt]	
Theme 6/Week 3, Day 3	Instruction – FF Page 132: [Build phonics fluency using Fluency FlipChart, p.59]	<i>r</i> -Controlled Vowel Syllables <u>powerful</u> , <u>splendor</u> , <u>firsthand</u> , <u>further</u>

	Revisit fluency reader	
Theme 6/Week 3, Day 4	Intervention—FF Page 133, review phonics and build sight word fluency, FlipChart pp.59-60	<i>Building Sight Word Fluency</i> they've thoughtful, threaten, throughout, tough, traveler, tropical, uneasily
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 The Ear, the Eye, and the Arm , p.R73-77] Independent Practice—[Fluency Workshop pp. 78-80]	
Theme 6/Week 4, Day 2	Leveled Practice – FF Page 135: [fluency reader and audio CD Little Rock Nine]	
Theme 6/Week 4, Day 3	Instruction – FF Page 136: [Build phonics fluency using Fluency FlipChart, p.61] Revisit fluency reader	Prefixes <u>dis</u> respect, <u>para</u> llel, <u>bi</u> ped, <u>re</u> habilitate
Theme 6/Week 4, Day 4	Intervention—FF Page 137, review phonics and build sight word fluency, FlipChart pp. 61-62	<i>Building Sight Word Fluency</i> unexpected, uniform, vacant, various, visible, wealth, whoever, wisdom
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	
Theme 6/Week 6, Day 1	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	