

# Fluency Formula™

## Correlation to Harcourt, Grade 2

Scholastic's Fluency Formula™ Kits are a strong supplement to enhance the Harcourt reading program. The Fluency Formula Kits are easy to use, comprehensive, and offer students an entertaining variety of practice material. Fluency Formula provides:

- I. **Assessment** – The Harcourt basal includes limited Fluency Assessment only. For more extensive formal assessments, teachers are referred to Harcourt's Oral Reading Fluency Assessment. While WCPM goals are identified in the Harcourt basal, 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 (replacing Literature Read-Aloud) and Day 2 (during "Skills and Strategies Time") of the Harcourt weekly plan. This Fluency Formula instruction is a great complement to the daily Harcourt lesson plan. Also use the Fluency Formula workbooks to provide students with independent practice during "Skills and Strategies Time" as well as at-home fluency-building practice.
- III. **Leveled Practice** – On Day 4 of Harcourt use the unique Fluency Formula Library books and audio CDs during "Reading Time" to supplement the fluency practice provided with Harcourt'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 Harcourt's "Skills and Strategies Time." Then, send students home with additional reading of leveled passages.

## Correlation – Grade 2 Harcourt

### 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 Harcourt, Unit 1.1, Lesson 5)
2. In the middle of the year (after Harcourt Unit 1.3, Lesson 3)
3. At the end of the year (after Harcourt Unit 2.3, Lesson 5)

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 Harcourt 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 Harcourt'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)
- 
- “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 Harcourt 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 Harcourt 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 Harcourt**

### **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 “Skills and Strategies Time” on Day 3 of the Harcourt 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 “Skills and Strategies Time” on Day 4 of the Harcourt 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 Harcourt, 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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| <b>When you are here in Harcourt:</b> | <b>Do this in Fluency Formula:</b>   | <b>Specific phonics skills targeted in Fluency Formula:</b>               |
|---------------------------------------|--|---|
| 2.1.1/Week 1, Day 1                   | Instruction – FF Page 32: [read aloud <b>Pecos Bill</b> , p.R5-6, Fluency Workbook pp. 4-6]  |   |
| 2.1.1/Week 1, Day 2                   | Leveled Practice – FF Page 33: [fluency reader and audio CD <b>Attic Treasures</b> ]   |   |
| 2.1.1/Week 1, Day 3                   | Instruction – FF Page 34: [model partner reading, <b>Fly Away</b> , Fluency Card 1 ]<br>Intervention—FF Page 33, ‘stuck on a word’ back of Fluency Card 1]     | <i>l</i> -Blends<br><u>flap</u> , <u>slime</u> , <u>please</u>            |
| 2.1.1/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><br>about, after, again, all, also, always |
| 2.1.1/Week 1, Day 5                   | Assessment – FF Page 35:<br>Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment   |   |
| 2.1.1/Week 2, Day 1                   | Instruction – FF Page 36: [read aloud <b>I Have a Dream</b> , p.R7-9, Fluency Workbook pp. 7-9]  |   |
| 2.1.1/Week 2, Day 2                   | Leveled Practice – FF Page 37: [fluency reader and audio CD <b>What a Great Idea!</b> ]  |   |
| 2.1.1/Week 2, Day 3                   | Instruction – FF Page 38: [model partner reading, <b>It’s a Snake</b> , Fluency Card 2 ]<br>Intervention—FF Page 38, ‘stuck on a word’ back of Fluency Card 2] | <i>s</i> -Blends<br><u>slimy</u> , <u>skip</u> , <u>scare</u>             |
| 2.1.1/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><br>another, any, around, ask, ate, away   |
| 2.1.1/Week 2, Day 5                   | Assessment – FF Page 39:<br>Intervention—Oral Fluency Assessment/On-Level—Informal Assessment  |   |

| <b>When you are here in Harcourt:</b> | <b>Do this in Fluency Formula:</b>   | <b>Specific phonics skills targeted in Fluency Formula:</b>                  |
|---------------------------------------|--|--|
| 2.1.1/Week 3, Day 1                   | Instruction – FF Page 40: [read aloud <b>Smiffy Blue</b> , p.R10-12, Fluency Workbook pp. 10-12]   |  |
| 2.1.1/Week 3, Day 2                   | Leveled Practice – FF Page 41: [fluency reader and audio CD <b>Eye Foolers</b> ]   |  |
| 2.1.1/Week 3, Day 3                   | Instruction – FF Page 42: [model partner reading, <b>Under the Ground</b> , Fluency Card 3 ]<br>Intervention—FF Page 42, ‘stuck on a word’ back of Fluency Card 3] | <i>r</i> -Blends<br><u>g</u> round, <u>b</u> ring, <u>c</u> rawl             |
| 2.1.1/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><br>back, because, been, before, best, better |
| 2.1.1/Week 3, Day 5                   | Assessment – FF Page 43:<br>Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment   |  |
| 2.1.1/Week 4, Day 1                   | Instruction – FF Page 44: [read aloud <b>Bre’r Rabbit and Bre’r Fox</b> , p.R16-17 Fluency Workbook pp. 13-15]   |  |
| 2.1.1/Week 4, Day 2                   | Leveled Practice – FF Page 45: [fluency reader and audio CD <b>Fire and Wind</b> ]   |  |
| 2.1.1/Week 4, Day 3                   | Instruction – FF Page 46: [model partner reading, <b>My Shoes</b> , Fluency Card 4 ]<br>Intervention—FF Page 46, ‘stuck on a word’ back of Fluency Card 4]         | 3-Letter Blends<br><u>s</u> plash, <u>s</u> queak, <u>th</u> rew             |
| 2.1.1/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><br>black, blue, both, bring, brown, buy      |
| 2.1.1/Week 4, Day 5                   | Assessment – FF Page 47:<br>Intervention—Oral Fluency Assessment/On-Level—Informal Assessment  |  |
| 2.1.1/Week 5, Day 1                   | Oral Fluency Assessment-all students   |  |
| 2.1.1/Week 5, Day 2                   | Oral Fluency Assessment-all students   |  |
| 2.1.1/Week 5, Day 3                   | Oral Fluency Assessment-all students   |  |
| 2.1.1/Week 5, Day 4                   | Oral Fluency Assessment-all students   |  |
| 2.1.1/Week 5, Day 5                   | Oral Fluency Assessment-all students   |  |

| When you are here in Harcourt: | Do this in Fluency Formula:  | Specific phonics skills targeted in Fluency Formula:                        |
|--------------------------------|--|---|
| 2.1.2/Week 1, Day 1            | Instruction – FF Page 50: [read aloud <b>True Stories..A. Lincoln</b> , p.18-20 Fluency Workbook pp. 17-19]  |   |
| 2.1.2/Week 1, Day 2            | Instruction – FF Page 50: [read aloud <b>True Stories..A. Lincoln</b> , p.18-20 Fluency Workbook pp. 17-19]  |   |
| 2.1.2/Week 1, Day 3            | Instruction – FF Page 52: [model choral reading, <b>June Can Sing</b> , Fluency Card 5 ]<br>Intervention—FF Page 52, ‘stuck on a word’ back of Fluency Card 5] | Final <i>e</i><br><u>huge</u> , <u>nice</u> , <u>rope</u>                   |
| 2.1.2/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><br>called, came, carry, clean, cold, come   |
| 2.1.2/Week 1, Day 5            | Assessment – FF Page 53:<br>Intervention—Oral Fluency Assessment/On-Level—Informal Assessment  |   |
| 2.1.2/Week 2, Day 1            | Instruction – FF Page 54: [read aloud <b>My Shadow</b> , p.R21, Fluency Workbook pp. 20-22]  |   |
| 2.1.2/Week 2, Day 2            | Leveled Practice – FF Page 55: [fluency reader and audio CD <b>At Work in a Museum</b> ]   |   |
| 2.1.2/Week 2, Day 3            | Instruction – FF Page 56: [model choral reading, <b>Lion</b> , Fluency Card 6]<br>Intervention—FF Page 56, ‘stuck on a word’ back of Fluency Card 6]           | Long <i>a, e</i><br><u>play</u> , <u>wait</u> , <u>sleep</u> , <u>beast</u> |
| 2.1.2/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><br>could, day, different, does, don’t done  |
| 2.1.2/Week 2, Day 5            | Assessment – FF Page 57:<br>Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment   |   |

| <b>When you are here in Harcourt:</b> | <b>Do this in Fluency Formula:</b>  | <b>Specific phonics skills targeted in Fluency Formula:</b>            |
|---------------------------------------|---|--|
| 2.1.2/Week 3, Day 1                   | Instruction – FF Page 58: [read aloud <b>Sneaky Sue</b> , p.R22, Fluency Workbook pp. 23-25]  |  |
| 2.1.2/Week 3, Day 2                   | Leveled Practice – FF Page 59: [fluency reader and audio CD <b>Crossing Bridges</b> ]   |  |
| 2.1.2/Week 3, Day 3                   | Instruction – FF Page 60: [model choral reading, <b>Fly Away</b> , Fluency Card 7]<br>Intervention—FF Page 60, ‘stuck on a word’ back of Fluency Card 7]    | Long <i>I</i><br>fish, my, visit, lion, gift, sigh                     |
| 2.1.2/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><br>down, draw, drink, each, eat, eight |
| 2.1.2/Week 3, Day 5                   | Assessment – FF Page 61:<br>Intervention—Oral Fluency Assessment/On-Level—Informal Assessment   |  |
| 2.1.2/Week 4, Day 1                   | Instruction – FF Page 62: [read aloud <b>Archie B. McCall</b> , p.R23]  |  |
| 2.1.2/Week 4, Day 2                   | Leveled Practice – FF Page 63: [fluency reader and audio CD <b>Llamas</b> ]   |  |
| 2.1.2/Week 4, Day 3                   | Instruction – FF Page 64: [model choral reading, <b>Magic Dream</b> , Fluency Card 8]<br>Intervention—FF Page 64, ‘stuck on a word’ back of Fluency Card 8] | <i>Plurals</i><br>penny + s = pennies<br>berry + s = berries           |
| 2.1.2/Week 4, Day 4                   | Intervention—FF Page 64, review phonics and build sight word fluency, FlipChart pp.21-22  | <i>Build Sight Word Fluency</i><br>even, every, fall, far, fast, find  |
| 2.1.2/Week 4, Day 5                   | Assessment – FF Page 57:<br>Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment  |  |
| 2.1.2/Week 5, Day 1                   | Oral Fluency Assessment for basic and below-basic students  |  |
| 2.1.2/Week 5, Day 2                   | Oral Fluency Assessment for basic and below-basic students  |  |
| 2.1.2/Week 5, Day 3                   | Oral Fluency Assessment for basic and below-basic students  |  |
| 2.1.2/Week 5, Day 4                   | Oral Fluency Assessment for basic and below-basic students  |  |
| 2.1.2/Week 5, Day 5                   | Oral Fluency Assessment for basic and below-basic students  |  |

| When you are here in Harcourt: | Do this in Fluency Formula:  | Specific phonics skills targeted in Fluency Formula:                                |
|--------------------------------|--|---|
| 2.1.3/Week 1, Day 1            | Instruction – FF Page 68: [read aloud <b>The Ugly Duckling</b> , p.R24-25, Fluency Workbook, pp. 30-32]  |   |
| 2.1.3/Week 1, Day 2            | Leveled Practice – FF Page 69: [fluency reader and audio CD <b>Up A Tree</b> ]   |   |
| 2.1.3/Week 1, Day 3            | Instruction – FF Page 70: [model expressive reading, <b>Best Friends</b> , Fluency Card 9]<br>Intervention—FF Page 70, ‘stuck on a word’ back of Fluency Card 9] | <i>schwa</i><br>about, select   |
| 2.1.3/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><br>first, five, fly, found, four, full, funny, gave |
| 2.1.3/Week 1, Day 5            | Assessment – FF Page 71:<br>Intervention—Oral Fluency Assessment/On-Level—Informal Assessment  |   |
| 2.1.3/Week 2, Day 1            | Instruction – FF Page 72: [read aloud <b>The Stories Julian Tells</b> , p.R26-30, Fluency Workbook, pp. 33-35]   |   |
| 2.1.3/Week 2, Day 2            | Leveled Practice – FF Page 73: [fluency reader and audio CD <b>One and One is Too Much</b> ]   |   |
| 2.1.3/Week 2, Day 3            | Instruction – FF Page 74: [model expressive reading, <b>Small Dawn</b> , Fluency Card 10]<br>Intervention—FF Page 74, ‘stuck on a word’ back of Fluency Card 10] | Variant, Vowel <i>a(ll)</i> , <i>aw</i><br>small, dawn                              |
| 2.1.3/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><br>give, goes, going, good, green, grow, help, her  |
| 2.1.3/Week 2, Day 5            | Assessment – FF Page 75:<br>Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment   |   |

| <b>When you are here in Harcourt:</b> | <b>Do this in Fluency Formula:</b>  | <b>Specific phonics skills targeted in Fluency Formula:</b>                           |
|---------------------------------------|---|---|
| 2.1.3/Week 3, Day 1                   | Instruction – FF Page 76: [read aloud <b>The Three Wishes</b> , p.R31-32, Fluency Workbook, pp. 36-38]  |   |
| 2.1.3/Week 3, Day 2                   | Leveled Practice – FF Page 77: [fluency reader and audio CD <b>California or Bust!</b> ]  |   |
| 2.1.3/Week 3, Day 3                   | Instruction – FF Page 78: [model expressive reading, <b>The Royal Diner</b> , Fluency Card 11]<br>Intervention—FF Page 78, ‘stuck on a word’ back of Fluency Card 11] | Diphthong <i>oi, oy</i><br><i>toy, boil</i>   |
| 2.1.3/Week 3, Day 4                   | Intervention—FF Page 79, review phonics and build sight word fluency, FlipChart pp.29-30  | <i>Build Sight Word Fluency</i><br>here, hold, how, hurt, into, jump, just, keep      |
| 2.1.3/Week 3, Day 5                   | Assessment – FF Page 79:<br>Intervention—Oral Fluency Assessment/On-Level—Informal Assessment   |   |
| 2.1.3/Week 4, Day 1                   | Instruction – FF Page 80: [read aloud <b>The Honey Pot</b> , p.R33-34, Fluency Workshop pp. 39-41]  |   |
| 2.1.3/Week 4, Day 2                   | Leveled Practice – FF Page 81: [fluency reader and audio CD <b>Story Weaver</b> ]   |   |
| 2.1.3/Week 4, Day 3                   | Instruction – FF Page 82: [model expressive reading, <b>The Big City</b> , Fluency Card 12]<br>Intervention—FF Page 82, ‘stuck on a word’ back of Fluency Card 12]    | Soft <i>g</i><br>page, gem, judge   |
| 2.1.3/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><br>kind, know, laugh, light, little, live, long, look |
| 2.1.3/Week 4, Day 5                   | Assessment – FF Page 83:<br>Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment  |   |
| 2.1.3/Week 5, Day 1                   | Oral Fluency Assessment—All Students  |   |
| 2.1.3/Week 5, Day 2                   | Oral Fluency Assessment—All Students  |   |
| 2.1.3/Week 5, Day 3                   | Oral Fluency Assessment—All Students  |   |
| 2.1.3/Week 5, Day 4                   | Oral Fluency Assessment—All Students  |   |
| 2.1.3/Week 5, Day 5                   | Oral Fluency Assessment—All Students  |   |

| <b>When you are here in Harcourt:</b> | <b>Do this in Fluency Formula:</b>   | <b>Specific phonics skills targeted in Fluency Formula:</b>                              |
|---------------------------------------|--|--|
| 2.2.1/Week 1, Day 1                   | Instruction – FF Page 86: [read aloud <b>The Quillwork Girl</b> , p.R35-37]  |  |
| 2.2.1/Week 1, Day 2                   | Leveled Practice – FF Page 87: [fluency reader and audio CD <b>Cowboys</b> ]   |  |
| 2.2.1/Week 1, Day 3                   | Instruction – FF Page 88: [conduct Reader’s Theatre, <b>Sharks</b> , Fluency Card 13]<br>Intervention—FF Page 88, ‘stuck on a word’ back of Fluency Card 13]             | <i>r</i> -Controlled Vowel <i>ar</i><br><u>large</u> , <u>sharp</u>                      |
| 2.2.1/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><br>many, more, most, much, must, myself, never, new      |
| 2.2.1/Week 1, Day 5                   | Assessment – FF Page 89:<br>Intervention—Oral Fluency Assessment/On-Level—Informal Assessment  |  |
| 2.2.1/Week 2, Day 1                   | Instruction – FF Page 90: [read aloud <b>Charlotte’s Web</b> , p.R38-39, Fluency Workshop pp. 46-48]   |  |
| 2.2.1/Week 2, Day 2                   | Leveled Practice – FF Page 91: [fluency reader and audio CD <b>Frogs</b> ]   |  |
| 2.2.1/Week 2, Day 3                   | Instruction – FF Page 92 conduct Reader’s Theatre, <b>The Bug and the Bird</b> , Fluency Card 14]<br>Intervention—FF Page 92, ‘stuck on a word’ back of Fluency Card 14] | <i>r</i> -Controlled Vowel <i>er, ir, ur</i><br><u>perch</u> , <u>dirt</u> , <u>turn</u> |
| 2.2.1/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><br>now, number, off, old, once, only, open, other        |
| 2.2.1/Week 2, Day 5                   | Assessment – FF Page 93:<br>Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment   |  |

| <b>When you are here in Harcourt:</b> | <b>Do this in Fluency Formula:</b>   | <b>Specific phonics skills targeted in Fluency Formula:</b>  |
|---------------------------------------|--|--|
| 2.2.1/Week 3, Day 1                   | Instruction – FF Page 94: [read aloud <b>The Enchanted Princess</b> , p.R40-43, Fluency Workshop pp. 49-51]  |  |
| 2.2.1/Week 3, Day 2                   | Leveled Practice – FF Page 95: [fluency reader and audio CD <b>Weather or Not</b> ]  |  |
| 2.2.1/Week 3, Day 3                   | Instruction – FF Page 96: conduct Reader’s Theatre, <b>A Trip to the Store</b> , Fluency Card 15]<br>Intervention—FF Page 96, ‘stuck on a word’ back of Fluency Card 15] | <i>r</i> -Controlled Vowel<br><i>or, ore, oor, our, oar</i><br><u>born, store, floor, pour, roar</u> |
| 2.2.1/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><br>our, out, over, own, part, people, place, play                    |
| 2.2.1/Week 3, Day 5                   | Assessment – FF Page 97:<br>Intervention—Oral Fluency Assessment/On-Level—Informal Assessment  |  |
| 2.2.1/Week 4, Day 1                   | Instruction – FF Page 98: [read aloud <b>Mei-Ling and the Dragon</b> , p.R44-45, Fluency Workbook, pp. 52-54]  |  |
| 2.2.1/Week 4, Day 2                   | Leveled Practice – FF Page 99: [fluency reader and audio CD <b>Solve It!</b> ]   |  |
| 2.2.1/Week 4, Day 4                   | Instruction – FF Page 100: [conduct Reader’s Theatre <b>Giant Panda</b> , Fluency Card 16]<br>Intervention—FF Page 100, ‘stuck on a word’ back of Fluency Card 16]       | <i>r</i> -Controlled Vowel<br><i>ear, air, are, ere</i><br><i>bear, hair, rare, there</i>            |
| 2.2.1/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><br>please, pretty, pull, put, read, ride, right, round               |
| 2.2.1/Week 4, Day 5                   | Assessment – FF Page 101:<br>Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment  |  |
| 2.2.1/Week 5, Day 1                   | Oral Fluency Assessment for basic and below-basic students   |  |
| 2.2.1/Week 5, Day 2                   | Oral Fluency Assessment for basic and below-basic students   |  |
| 2.2.1/Week 5, Day 3                   | Oral Fluency Assessment for basic and below-basic students   |  |
| 2.2.1/Week 5, Day 4                   | Oral Fluency Assessment for basic and below-basic students   |  |
| 2.2.1/Week 5, Day 5                   | Oral Fluency Assessment for basic and below-basic students   |  |

| When you are here in Harcourt: | Do this in Fluency Formula:   | Specific phonics skills targeted in Fluency Formula:                                 |
|--------------------------------|---|--|
| 2.2.2/Week 1, Day 1            | Instruction – FF Page 104: [read aloud <b>The Velveteen Rabbit</b> , p.R46-47]  |  |
| 2.2.2/Week 1, Day 2            | Leveled Practice – FF Page 105: [fluency reader and audio CD <b>On Their Way</b> ]  |  |
| 2.2.2/Week 1, Day 3            | Instruction – FF Page 106: [model repeated reading, <b>The Wright Brothers</b> , Fluency Card 17]<br>Intervention—FF Page 106, ‘stuck on a word’ back of Fluency Card 17] | Digraphs <i>sh, ch, th</i><br><u>short</u> , <u>launched</u> , <u>brothers</u>       |
| 2.2.2/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><br>said, same, saw, say, seven, shall, show, sing    |
| 2.2.2/Week 1, Day 5            | Assessment – FF Page 107: Intervention—Oral Fluency Assessment/On-Level—Informal Assessment   |  |
| 2.2.2/Week 2, Day 1            | Instruction – FF Page 108: [read aloud <b>How the Beetle Got Her Colors</b> , p. R48, Fluency Workbook, pp.59-61]   |  |
| 2.2.2/Week 2, Day 2            | Leveled Practice – FF Page 109: [fluency reader and audio CD <b>A Wise Wish</b> ]   |  |
| 2.2.2/Week 2, Day 3            | Instruction – FF Page 110: [model repeated reading, <b>Animal Talk</b> , Fluency Card 18]<br>Intervention—FF Page 110, ‘stuck on a word’ back of Fluency Card 18]         | Vowel Digraphs<br><u>growl</u> , <u>haul</u> , <u>roar</u> , <u>hoot</u>             |
| 2.2.2/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><br>sleep, small, some, soon, start, stop, such, take |
| 2.2.2/Week 2, Day 5            | Assessment – FF Page 111: Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment  |  |

| <b>When you are here in Harcourt:</b> | <b>Do this in Fluency Formula:</b>  | <b>Specific phonics skills targeted in Fluency Formula:</b>   |
|---------------------------------------|---|---|
| 2.2.2/Week 3, Day 1                   | Instruction – FF Page 112: [read aloud <b>How the Days of the Week...</b> , p.R49, Fluency Workbook, pp. 62-64]   |   |
| 2.2.2/Week 3, Day 2                   | Leveled Practice – FF Page 113: [fluency reader and audio CD <b>1600 Pennsylvania Avenue</b> ]  |   |
| 2.2.2/Week 3, Day 3                   | Instruction – FF Page 114: [model repeated reading, <b>At the Rink</b> , Fluency Card 19]<br>Intervention—FF Page 114, ‘stuck on a word’ back of Fluency Card 19] | Digraph <i>th</i><br>bro <u>th</u> er, weath <u>th</u> er, <u>th</u> ink, math <u>th</u>            |
| 2.2.2/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><br>than, thank, their, them, then, there, these, things             |
| 2.2.2/Week 3, Day 5                   | Assessment – FF Page 115:<br>Intervention—Oral Fluency Assessment/On-Level—Informal Assessment  |   |
| 2.2.2/Week 4, Day 1                   | Instruction – FF Page 116: [read aloud <b>Little House in the Big Woods</b> , p.R50-51, Fluency Workbook, pp. 65-67]  |   |
| 2.2.2/Week 4, Day 2                   | Leveled Practice – FF Page 117: [fluency reader and audio CD <b>Laura</b> ]   |   |
| 2.2.2/Week 4, Day 3                   | Instruction – FF Page 118: [model repeated reading, <b>The Game</b> , Fluency Card 20]<br>Intervention—FF Page 118, ‘stuck on a word’ back of Fluency Card 20]    | Digraph <i>ch, tch</i><br>munch <u>ch</u> , crunch <u>ch</u> , stretch <u>ch</u> , switch <u>ch</u> |
| 2.2.2/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><br>thinkg, those, three, through, today, together, too, try         |
| 2.2.2/Week 4, Day 5                   | Assessment – FF Page 119:<br>Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment   |   |
| 2.2.2/Week 5, Day 1                   | Oral Fluency Assessment for all students  |   |
| 2.2.2/Week 5, Day 2                   | Oral Fluency Assessment for all students  |   |
| 2.2.2/Week 5, Day 3                   | Oral Fluency Assessment for all students  |   |
| 2.2.2/Week 5, Day 4                   | Oral Fluency Assessment for all students  |   |
| 2.2.2/Week 5, Day 5                   | Oral Fluency Assessment for all students  |   |

| <b>When you are here in Harcourt:</b> | <b>Do this in Fluency Formula:</b>   | <b>Specific phonics skills targeted in Fluency Formula:</b>                       |
|---------------------------------------|--|---|
| 2.2.3/Week 1, Day 1                   | Instruction – FF Page 122: [read aloud <b>Aladdin and the Wonderful Lamp</b> , p.R52-54]   |   |
| 2.2.3/Week 1, Day 2                   | Leveled Practice – FF Page 123: [fluency reader and audio CD <b>Open Wide!</b> ]   |   |
| 2.2.3/Week 1, Day 3                   | Instruction – FF Page 124: [model expert reading, <b>The Candy House</b> , Fluency Card 21]<br>Intervention—FF Page 124, ‘stuck on a word’ back of Fluency Card 21]      | Silent Letters<br><u>kn</u> ock, clim <u>b</u> , <u>gn</u> ome                    |
| 2.2.3/Week 1, Day 4                   | Intervention—FF Page 124, review phonics and build sight word fluency, FlipChart pp.55-56  | <i>Build Sight Word Fluency</i><br>two, under, upon, used, very, walk, want, warm |
| 2.2.3/Week 1, Day 5                   | Assessment – FF Page 124:<br>Intervention—Oral Fluency Assessment/On-Level—Informal Assessment   |   |
| 2.2.3/Week 2, Day 1                   | Instruction – FF Page 126 [read aloud <b>King Midas and the Golden Touch</b> , p.R55-56, Fluency Workshop pp. 72-74  |   |
| 2.2.3/Week 2, Day 2                   | Leveled Practice – FF Page 127: [fluency reader and audio CD <b>Justin Time</b> ]  |   |
| 2.2.3/Week 2, Day 3                   | Instruction – FF Page 128: [model expert reading, <b>Colors and Questions</b> , Fluency Card 22]<br>Intervention—FF Page 128, ‘stuck on a word’ back of Fluency Card 22] | Consonant + <i>le</i><br>terri <u>bl</u> e, pur <u>pl</u> e, sing <u>l</u> e      |
| 2.2.3/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><br>wash, water, way, well, went, were, what, when |
| 2.2.3/Week 2, Day 5                   | Assessment – FF Page 129:<br>Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment  |   |

| <b>When you are here in Harcourt:</b> | <b>Do this in Fluency Formula:</b>   | <b>Specific phonics skills targeted in Fluency Formula:</b>                        |
|---------------------------------------|--|--|
| 2.2.3/Week 3, Day 1                   | Instruction – FF Page 130: [read aloud <b>Ramona and Her Mother</b> , p.R57-59, Fluency Workbook, pp. 75-77]   |  |
| 2.2.3/Week 3, Day 2                   | Leveled Practice – FF Page 131: [fluency reader and audio CD <b>Teacher of the Year</b>  |  |
| 2.2.3/Week 3, Day 3                   | Instruction – FF Page 132: [model expert reading, <b>Our Solar System</b> , Fluency Card 23]<br>Intervention—FF Page 132, ‘stuck on a word’ back of Fluency Card 23] | Open Syllables<br><u>tiny</u> , <u>solar</u> , <u>zebra</u>                        |
| 2.2.3/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><br>where, which, white, who, why, wish, word, work |
| 2.2.3/Week 3, Day 5                   | Assessment – FF Page 133<br>Intervention—Oral Fluency Assessment/On-Level—Informal Assessment  |  |
| 2.2.3/Week 4, Day 1                   | Instruction – FF Page 134: [read aloud <b>Ramona and Her Mother</b> , p.R59-61, Fluency Workbook, pp 78-80]  |  |
| 2.2.3/Week 4, Day 2                   | Leveled Practice – FF Page 135: [fluency reader and audio CD <b>My Reading Buddy</b> ]   |  |
| 2.2.3/Week 4, Day 3                   | Instruction – FF Page 136: [model expert reading, <b>Polar Bears</b> , Fluency Card 24]<br>Intervention—FF Page 136, ‘stuck on a word’ back of Fluency Card 24]      | Closed Syllables<br><u>middle</u> , <u>slipping</u> , <u>jacket</u>                |
| 2.2.3/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><br>would, write, years, yellow, your               |
| 2.2.3/Week 4, Day 5                   | Assessment – FF Page 137:<br>Intervention--Oral Fluency Assessment/On-Level-- Informal Assessment  |  |
| 2.2.3/Week 5, Day 1                   | Oral Fluency Assessment for basic and below-basic students   |  |
| 2.2.3/Week 5, Day 2                   | Oral Fluency Assessment for basic and below-basic students   |  |
| 2.2.3/Week 5, Day 3                   | Oral Fluency Assessment for basic and below-basic students   |  |
| 2.2.3/Week 5, Day 4                   | Oral Fluency Assessment for basic and below-basic students   |  |
| 2.2.3/Week 5, Day 5                   | Oral Fluency Assessment for basic and below-basic students   |  |