

Dear Indiana Educators,

*Houghton Mifflin Harcourt Indiana Journeys* is currently the number one selling Common Core Reading Program in the country. It is a research-based and validated program designed to meet the varied needs of Indiana students as they move toward the PARCC assessment.

During the recent Indiana review, *Journeys* ©2012, Grades K-6, and *Journeys* ©2014, Grades K-4, were fully approved for adoption and *Journeys* ©2014, Grades 5-6, was listed as approved with reservations because Houghton Mifflin Harcourt didn't provide sufficient evidence that we met three indicators listed under Phonics. **The Indiana Department of Education has given us the opportunity to show the needed evidence to demonstrate that *Houghton Mifflin Harcourt Indiana Journeys* fully meets the criteria.**

Here is our evidence:

- To see specific evidence added to the appeal, see the Evidence column in the attached document, IN Publisher's Comments and Evidence HMH Journeys.
- For the three phonics items in question (17, 22, 23) at grades 5 and 6, the coverage is exactly the same in *Journeys* ©2012 (fully approved) and *Journeys* ©2014 (approved with reservations). The attached charts, IN Grade 5 or 6 2012-2014 Phonics Lessons, show phonics lesson comparisons for both copyrights.
- In addition, four lessons in *Journeys* ©2014, Grade 5, were enhanced to more closely align to the Common Core State Standards. Text was added that clearly shows the instruction includes a way for students to demonstrate their understanding at applying phonics to the connected text. See attached lessons, Grade 5/Units 2, 3, 4/Lessons 7, 14, 16, 18, with red ovals around the added text.
- Houghton Mifflin Harcourt provides every intermediate level teacher an *Intermediate Literacy Tool Kit* that includes 33 phonics lessons to further support the area of understanding and applying phonics to connected text. The Tool Kit covers all of the Common Core phonics requirements and more. The attached Tool Kit lessons are examples of the Phonics and Word Study lessons along with additional Tool Kit information.

Please invite us to your district to learn the many reasons why *Houghton Mifflin Harcourt Indiana Journeys* is the best choice for Indiana students.

**You can spend your state funds to purchase *Houghton Mifflin Harcourt Indiana Journeys* K-6. The Indiana Department of Education encourages you to call or email them directly to confirm.**

Your Houghton Mifflin Harcourt Team



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to [textbook@doe.in.gov](mailto:textbook@doe.in.gov) **no later than midnight on Friday, September 21.**

**Houghton Mifflin Harcourt/Journeys Common Core ©2014/5th:**

Section	Indicator Number	Publisher Comments	Evidence
<i>Example: Professional Development</i>	<i>Example: #4</i>	<i>Example: Info not originally provided to reviewers</i>	<i>Example: Customized options provided as noted in PD brochure attached.</i>
Phonics	17	Phonics instruction in <i>Journeys</i> Common Core is explicit and follows a consistent instructional design—Teach/Model, Practice, Apply—in which phonic elements are taught first in isolation, then in decodable words, and finally in connected texts.	See explicit instruction of advanced phonics skills in every lesson in Grade 5.  The following are examples of where students apply these skills in connected text. Grade 5/Unit 1/Lesson 4/T277 Grade 5/Unit 2/Lesson 7/T125* Grade 5/Unit 2/Lesson 14/T277* Grade 5/Unit 4/Lesson 16/T45* Grade 5/Unit 4/Lesson 18/T195* Grade 5/ Unit 6/Lesson 29/T177  *For easy reference, see lessons attached.
Phonics	22	Advanced phonics strategies are applied to the anchor text, paired selection, and leveled readers in each lesson. Students have the opportunity to read and interpret familiar and unfamiliar connected text.	See Grade 5 Table of Contents for the anchor texts and the paired selections. Leveled Readers are available on thinkcentral.com.  Cold Reads allow students to apply advanced phonics strategies to unfamiliar connected text, these are



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			<p>available on thinkcentral.com.</p> <p>The following are examples of where students apply these skills in connected text.</p> <p>Grade 5/Unit 1/Lesson 4/T277 Grade 5/Unit 2/Lesson 7/T125* Grade 5/Unit 2/Lesson 14/T277* Grade 5/Unit 4/Lesson 16/T45* Grade 5/Unit 4/Lesson 18/T195* Grade 5/ Unit 6/Lesson 29/T177</p> <p>*For easy reference, see lessons attached.</p>
Phonics	23	Concepts and specific words taught during advanced phonics lessons are found in the complex texts in the Student Book and Student Magazine.	<p>See Grade 5 Table of Contents for the anchor texts and the paired selections. Leveled Readers are available on thinkcentral.com.</p> <p>Cold Reads allow students to apply advanced phonics strategies to unfamiliar connected text, these are available on thinkcentral.com.</p> <p>The following are examples of where students apply these skills in connected text.</p> <p>Grade 5/Unit 1/Lesson 4/T277 Grade 5/Unit 2/Lesson 7/T125* Grade 5/Unit 2/Lesson 14/T277* Grade 5/Unit 4/Lesson 16/T45* Grade 5/Unit 4/Lesson 18/T195* Grade 5/Unit 6/Lesson 29/T177</p> <p>*For easy reference, see lessons attached.</p>

**Houghton Mifflin Harcourt Indiana Journeys Common Core  
Decoding Skills-Grade 5**

**Comparison of Phonics Lessons in Journeys ©2012 to Journeys ©2014**

<b>Lesson Number</b>	<b>Decoding Skills ©2012 (fully approved for adoption)</b>	<b>Decoding Skills ©2014 (approved with reservations)</b>
1	VCV Syllable Pattern <both open & closed>	VCV Syllable Pattern <both open & closed>
2	Vowel Sounds in VCV Syllable Patterns <both open & closed>	Vowel Sounds in VCV Syllable Patterns <both open & closed>
3	VCCV Pattern	VCCV Pattern
4	Digraphs in Multisyllable Words	Digraphs in Multisyllable Words
5	Stressed and Unstressed Syllables	Stressed and Unstressed Syllables
6	Common Beginning Syllables	Common Beginning Syllables
7	Vowel + /r/ Sounds	Vowel + /r/ Sounds
8	Homophones	Homophones
9	Compound Words	Compound Words
10	Recognizing Schwa + /r/ Sounds	Recognizing Schwa + /r/ Sounds
11	Vowel Sounds in Stressed Syllables <in the VCCV Pattern>	Vowel Sounds in Stressed Syllables <in the VCCV Pattern>
12	Open and Closed Syllables: VCV Pattern <Review>	Open and Closed Syllables: VCV Pattern <Review>
13	Recognizing Initial and Medial Digraphs <in the VCCCV Pattern>	Recognizing Initial and Medial Digraphs <in the VCCCV Pattern>
14	VV Syllable Pattern	VV Syllable Pattern
15	Vowel + /l/ Sounds in Unstressed Final Syllable	Vowel + /l/ Sounds in Unstressed Final Syllable
16	Word Parts and Inflectional Endings	Word Parts and Inflectional Endings
17	Recognizing Common Word Parts	Recognizing Common Word Parts
18	Recognizing Suffixes	Recognizing Suffixes
19	More Common Suffixes	More Common Suffixes
20	Stress in Three-Syllable Words	Stress in Three-Syllable Words

21	Common Final Syllables	Common Final Syllables
22	More Final Syllables	More Final Syllables
23	Unstressed Syllables	Unstressed Syllables
24	Simple Prefixes	Simple Prefixes
25	Consonant Alternations	Consonant Alternations
26	Prefixes and Word Roots	Prefixes and Word Roots
27	More Familiar Suffixes	More Familiar Suffixes
28	Greek Word Roots	Greek Word Roots
29	Latin Word Roots	Latin Word Roots
30	Identifying VCV, VCCV, and VCCCV Syllable Patterns <Review>	Identifying VCV, VCCV, and VCCCV Syllable Patterns <Review>
	<ul style="list-style-type: none"> <li>• L7/T125 – one sentence added to ©2014 to better show student demonstration</li> <li>• L14/T277 – two bullets added to ©2014 to better show student demonstration</li> <li>• L16/T45 – two bullets added to ©2014 to better show student demonstration</li> <li>• L18/T195 – one sentence added to ©2014 to better show student demonstration</li> </ul>	

## Decoding

## Vowel + /r/ Sounds

## 1 Teach/Model

**TEACH VOWEL + /R/ SOUNDS** Tell students that the letter *r* affects the pronunciation of vowels that come before it.

- Say the words *frontier* and *market* aloud to demonstrate.
- Point out that students should experiment and try different vowel sounds when they are decoding a word with a vowel followed by *r*. As they do this, they may realize that the word is a familiar one. Then they can adjust the sounds to pronounce the word more accurately.

## 2 Guided Practice

**DECODE WORDS WITH VOWEL + /R/** Write the words from the chart below on the board. Guide students to decode the first two words step by step.

To pronounce a word with vowel + /r/ ...	experiment with sounds until you recognize the word:
fron   tier mar   ket	be   fore                      near   ly ce   ze   al                  shar   ing roar   ing                  du   ra   ble for   eign                  en   cer   lage car   ing                      fu   ri   ous

- Have partners work to break the other words into syllables, to identify the vowel(s) + *r*, and to say each word.
- Have students page through the selection to identify and decode other words with vowel + /r/ sounds. **LA.5.RF.3.3a**
- Use **Corrective Feedback** if students need additional help.

## SHARE OBJECTIVES

- Use knowledge of morphemes to read accurately words with vowel + /r/ sound.
- Use knowledge of morphemes to read accurately longer words with vowel + /r/ sound.

## DAILY ASSESSMENT

RtI

*If students have trouble decoding words with vowel + /r/ sounds, use the model below.*

**Correct** the error. Say the word *sharing* aloud. The word is *sharing*.

**Model** how to decode the word.  
*I can try to pronounce the ar like the ar in market. This doesn't make a word I recognize, but when I pronounce the ar like the air in airplane, it sounds right.*

**Guide** students to pronounce the word. *Students should pronounce the word like the air in airplane.*

**Check** students' understanding. *What is the word? sharing*

**Reinforce** Have students repeat the process with the word  *cereal*.



## ENGLISH LANGUAGE LEARNERS

## Language Transfer

**Beginning/Low Intermediate** For transfer issues that affect decoding, see the Phonics Transfer Support Chart in the ELL Teacher's Handbook.

# Decoding

## VV Syllable Pattern

### 1 Teach/Model

#### RECOGNIZE WORDS WITH VV SYLLABICATION PATTERN

Explain to students that readers use knowledge of letter-sound correspondence and syllabication patterns to decode unfamiliar words. Tell them that vowel digraphs are two vowels together that stand for a single sound. Explain that vowel digraphs are never separated into two syllables. Model dividing the word *heavy*. Point out the digraph *ea* in the first syllable.

- Explain that sometimes two vowels together stand for two separate sounds. When that is the case, the word has a VV syllable pattern and the vowels are divided into different syllables. Model with the word *create*.
- Model reading the words *react* and *contain*. Guide students to recognize the word with the VV syllable pattern (*react*) and the word with a vowel digraph (*contain*). Tell students that when they come across an unknown word with two vowels together, they can try reading the vowels as one sound and as separate sounds to listen for the one that sounds correct.
- See also **Instructional Routine 4**.

### 2 Guided Practice

**RECOGNIZE WORDS WITH VV SYLLABLE PATTERN** Write the following words on the board: *neon*, *obtain*, *visual*, *eager*, *genuine*. Have students identify words with vowel digraphs and words with vowels together that stand for two different sounds. Prompt students to divide the words into syllables and pronounce the words. ■ **IACCS.RF.3.3a**

- Have partners search “James Forten” for words with two vowels together.
- Call on students to read the words aloud. Then have them state whether the two vowels make up a vowel digraph and stand for one sound or whether the word has a VV syllable pattern because the vowels stand for separate sounds. ■ **IACCS.RF.3.3a**
- Use **Corrective Feedback** if students need additional help.

#### SHARE OBJECTIVE

- Use knowledge of letter-sound correspondence and syllabication patterns to accurately read words.

#### DAILY ASSESSMENT

RtI

*If students have trouble decoding vowel pairs, use the model below.*

**Correct** the error. Divide the word *influential*.  
*The word is influen/tial.*

**Model** how to decode the word. *There are two VV patterns in this word. The first, ue, stands for two sounds, so we divide the syllables between the vowels. The second, ia, stands for a single vowel sound, so the vowels stay together in one syllable.*

**Guide** students to decode *influential*. Which VV has two sounds? *ue* Which has a single sound? *ia*

**Check** students' understanding. *What is the word? influential*

**Reinforce** Have students repeat the process with the word *pioneer*.



#### ENGLISH LANGUAGE LEARNERS

#### Language Transfer

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## Decoding

## Word Parts and Inflectional Endings

## 1 Teach/Model

**ANALYZE WORD PARTS AND INFLECTIONAL ENDINGS** Model how to recognize word parts and inflectional endings by breaking apart the word *struggled*. Point out the base word *struggle* and the inflectional ending *-ed*. Read the word aloud and have students repeat after you: *strug* | *gled*.

Tell students that:

- If a base word ends in a *d* or a *t*, the inflection *-ed* will form the last syllable; otherwise *-ed* will be part of the preceding syllable.
- For base words that end in a vowel plus consonant, double the consonant and add the inflection.
- For base words that end in *e*, drop the *e* before adding the ending.
- Use **Projectable S1** to guide instruction with the decoding strategy.

## 2 Guided Practice

**DECODE WORDS WITH -ED OR -ING** Write the following words on the board: *supposed*, *disturbing*, *complained*, *forgetting*, *muttered*, *featured*, *publishing*, *computing*.

- Guide students to break the first two words into parts and then divide them into syllables.

suppos | ed; sup | posed      disturb | ing; dis | turb | ing

- Have partners work to decode the remaining words. Call on students to identify each base word and inflectional ending.
- Then have students revisit "Lunch Money" and find and decode other words with inflectional endings as they read.
- Use **Corrective Feedback** if students need additional help.

• LACCS.5F.1.3.g

## SHARE OBJECTIVES

- Use knowledge of morphology to recognize word parts and words with inflectional endings.
- Use word parts and inflectional endings to read longer words accurately.

## DAILY ASSESSMENT

RtI

*If students have trouble decoding words with inflectional endings, use the model below.*

**Correct** the error. Divide the word into its parts. *The word is computing. The parts are comput and ing.*

**Model** the correct way to decode the word. *Look for word parts that you know. Identify the base word. Look for an inflectional ending.*

**Guide** students to identify the base word and the inflectional ending. *What is the base word? compute. What is the inflectional ending? -ing.*

**Check** students' understanding. *What is the word? computing.*

**Reinforce** Have students repeat the process with the word *distributed*.

ELL ENGLISH LANGUAGE LEARNERS  
Language Transfer

**Beginning/Low Intermediate** For transfer issues that affect decoding, see the Phonics Transfer Support Chart in the ELL Teacher's Handbook.



## Decoding

## Recognizing Suffixes

## 1 Teach/Model

**RECOGNIZE SUFFIXES** Model how to recognize suffixes by identifying the base word *greed* and the suffix *-y* in *greedy*.

- Write the word *greedy* on the board and read it aloud. Have students repeat the word. Break the word into syllables and read each one aloud with students: *greed | y*.
- Point out that a suffix adds a syllable to the end of a word. Saying the word aloud without its last syllable can help to identify the suffix.
- Note that when a word ends in a consonant and *y*, the final *y* is changed to *i* when *-er* or *-est* is added. For example:

ear | ly                  ear | li | er  
hap | py                hap | pi | est

## 2 Guided Practice

**DECODE WORDS WITH SUFFIXES** Write on the board the following words with suffixes: *sunnier*, *dirtier*, *iciest*, *greediest*, *drowsier*.

- Have students break the words into syllables, identify the suffix and the base word, and read the words aloud.

sunnier    sun | ni | er    sunny  
dirtier    dirt | i | er    dirty  
iciest    ic | i | est    icy  
greediest    greed | i | est    greedy  
drowsier    drows | i | er    drowsy

- Have students revisit "The Dog Newspaper" and find and decode other words with suffixes as they read. **LAACS.RF.3.3.a**
- Use **Corrective Feedback** if students need additional help.

## SHARE OBJECTIVES

- Use knowledge of morphology to recognize words with suffixes.
- Use endings and suffixes to read longer words accurately.

## DAILY ASSESSMENT

RtI

*If students have trouble decoding words with suffixes, use the model below.*

**Correct** the error. Say the word aloud. *What is the last syllable in the word iciest? (-est) The suffix is -est.*

**Model** the correct way to decode the word. *When I separate the suffix from the word, I'm left with i-c-i. I don't recognize that word, but when I try blending the sounds together, I recognize the adjective icy. I remember that words that end in a consonant and y change the y to i before -er or -est is added. I'll put all the parts together: ic | i | est.*

**Guide** students to identify the base word and the suffix. *What is the base word? icy What is the suffix? -est*

**Check** students' understanding. *What is the word? iciest*

**Reinforce** Have students repeat the process with the word *sunnier*.



## ENGLISH LANGUAGE LEARNERS

## Language Transfer

**Beginning/Low Intermediate** For transfer issues that affect decoding, see the Phonics Transfer Support Chart in the ELL Teacher's Handbook.

## Objectives

- Learn how to look at a word and take it apart to read it
- Recognize familiar onsets and rimes to increase reading fluency

## 1 Teach

► **Copy visual P-13A for each pair of students. Provide letter cards and scissors.**

If students are having trouble reading simple words, help them recognize letter patterns, such as onsets and rimes. Students should come to realize that if they can read the word *ball*, they can read several other words with the same pattern by substituting a new beginning sound.

■ On the board or on chart paper, write some words for a couple of word families, such as *ball* and *call*, *hop* and *pop*, *fun* and *run*. (Use more challenging patterns such as *ain*, *eat*, and *ean* if students are ready for them.) Say the words aloud and ask students what they notice about each pair. (They rhyme; they end with the same letters; the beginning letter is different.) Show students that they can make a new word by replacing the first letter of the word with a letter that stands for a different beginning sound.

■ Have students use letter cards to make new words. Write the letter pattern *all* (or some other pattern you want to address) on the board or on chart paper. Ask students what other words they know that rhyme with *ball* and

*call*. Have them listen for the beginning sound in each word they suggest, and place the letter that stands for that sound in front of *all* to make the new word. For example, a volunteer says *fall* and listens for the beginning sound /f/. The student chooses the letter card *f*, places it in front of *all* to make *fall*, and then says the word. If students suggest words such as *small*, help them realize that two letters stand for the beginning sound they hear.

■ Write patterns such as *op* and *un* on the board, one at a time. Have students continue using letter cards to generate words for other patterns.

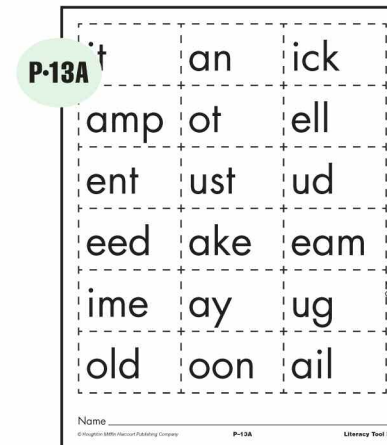
■ To summarize, discuss with students how they can use what they know about letter patterns to figure out words they don't know. Ask: *What can you do if you come across a word you don't know that has a new beginning sound in front of a letter pattern you do know? How might you figure out how to say the word?* (Sound out the new beginning and combine it with the sound of the familiar letter pattern.)



## 2 Practice

■ Have students work in pairs. Give each pair a copy of visual P-13A and a set of letter cards. Have students cut apart the cards on the visual and place the card with the pattern *it* in front of them. Ask them to make as many words as they can by placing various letters in front of *it*. Have one partner keep a list of the words that are formed.

■ Point out to students that since they know the word *it*, they can also read all the other words on their list.



■ Have pairs of students continue using their letter cards and the letter pattern cards from visual P-13A to generate word families. Have partners take turns recording the words they create in each family.

## 3 Quick Assess

■ As students work on the Practice activity, note whether they are able to substitute various sounds in front of a letter pattern to generate a word family.

■ Dictate several words belonging to a word family. Have students listen and write the words.



**Connect to Reading** Have students read *Life in the Arctic* and have them identify words with the same letter patterns. (Example: p. 3, sets, gets)

# Resources

## Teacher Support

### Definitions

An **onset** is the initial consonant or consonant blend of a word. A **rime** is the vowel and any final consonants of a one-syllable word.

Instead of using the terms *onset* and *rime* with students, talk about the first part of the word and the last part.

### Common Word Families

- ack:** back, hack, lack, pack, rack, sack, black, crack
- amp:** camp, damp, lamp, ramp
- an:** an, ban, can, fan, pan, ran, span
- ash:** ash, bash, cash, dash, gash, lash, mash, rash, sash
- ast:** cast, fast, last, past, blast
- at:** at, bat, cat, hat, mat, pat, rat, sat
- ell:** bell, cell, fell, sell, tell, well, shell, smell, swell
- est:** best, nest, pest, rest, test, vest, west, zest, chest
- ick:** kick, pick, sick, tick, brick
- ill:** bill, dill, fill, gill, hill, ill, mill
- in:** bin, din, fin, in, kin, pin, sin, tin
- ip:** dip, hip, lip, nip, rip, sip, chip
- it:** bit, fit, kit, lit, pit, sit, skit, split
- ock:** dock, lock, mock, rock, sock, tock, clock, flock, shock
- op:** cop, hop, mop, pop, top, chop
- ot:** cot, dot, got, hot, lot, not, pot, rot, shot, slot, spot

- uck:** buck, duck, luck, muck, puck, suck, tuck, cluck
- ug:** bug, dug, hug, jug, lug, mug, rug, drug, shrug
- ump:** bump, dump, hump, jump
- un:** bun, fun, gun, pun, run, sun
- unk:** bunk, dunk, junk, sunk, chunk
- ust:** dust, just, must, rust, crust
- ade:** fade, made, wade, grade
- ail:** ail, bail, fail, hail, jail, mail, nail, pail, rail, sail, tail, trail
- ain:** gain, lain, main, pain, rain, brain, chain, drain, train
- ake:** bake, cake, fake, lake, make
- ale:** bale, hale, male, pale, sale, tale, scale, stale, whale
- ame:** came, fame, game, lame
- ane:** cane, lane, mane, sane, plane
- ate:** ate, date, fate, gate, hate, late
- ay:** bay, day, hay, jay, lay, may, pay, ray, say, way, play, stay
- eed:** deed, feed, need, seed, greed
- ice:** dice, ice, lice, mice, nice, rice, vice, price, slice, spice
- ide:** hide, ride, side, tide, wide
- ight:** light, might, night, right, sight, tight, bright, flight, slight
- ile:** file, mile, pile, tile, smile
- ime:** dime, lime, mime, time, crime
- ine:** dine, fine, line, mine, nine, pine
- oat:** boat, coat, goat, moat
- oke:** joke, poke, woke, yoke, broke
- old:** bold, cold, fold, gold, hold

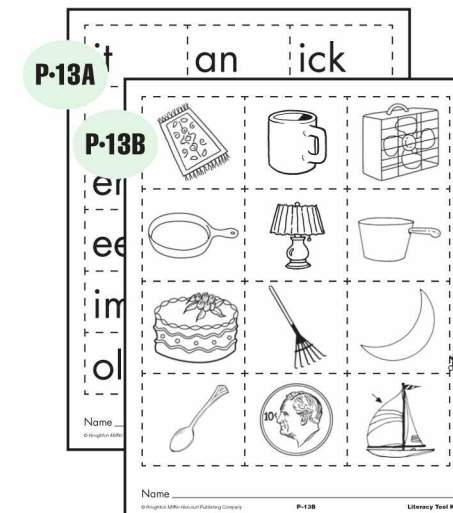
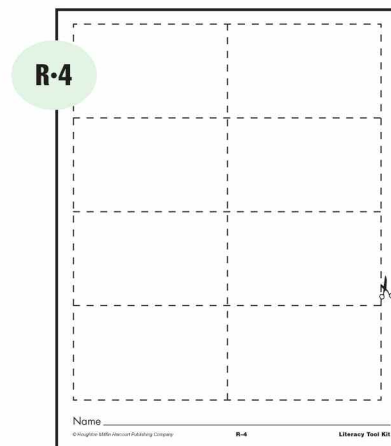
## Differentiated Instruction

### Extra Support

**Concentration** Have students work in groups to make word cards with patterns. Distribute copies of visual R-4, Word Card Template, and assign each group two patterns, such as *at* and *ime*. Have them generate word families by placing different consonants in front of each pattern. They should write one of their words on each card. Groups can then mix their cards together and play a game of Concentration. Players spread the cards face-down on the table. They take turns turning over two cards at a time. If they turn over two words in the same family, they get to keep the cards. The player with the most matches at the end wins the game.

### Language Support

**Rhyming Pairs** Distribute copies of visual P-13B. Have students cut apart the cards. Say the name of one of the pictures. Students should repeat the word, find the card with that picture on it, and place it on the table or desk in front of them. Then have students use their letter cards and the letter pattern cards from visual P-13A to form the word that names each picture. You may want to have students complete the activity independently or with a partner. Be sure that students can correctly name each picture card before continuing on their own.



## Objectives

- Learn how to disassemble a multisyllabic word into familiar word parts to read the word and understand its meaning

## 1 Teach

► Copy visuals P-26A and P-26B for each student. Provide scissors.

If students are having trouble taking apart multisyllabic words, help them recognize letter patterns and syllables and decode their meanings.

■ Write the word *unsafe* on the board, read it, and ask students what they notice about it. (It has two parts; it contains the word *safe*; it has the prefix *un-*.) Ask students what the word means (not safe; dangerous) and how they know. Talk about how recognizing base words like *safe*, and prefixes like *un-*, are clues that help readers figure out unfamiliar words.

■ Write the word *summer* on the board and say it aloud. Ask students how many syllables, or parts, they hear (two), and help them understand that each syllable has a vowel sound. Divide the word into syllables (*sum/mer*) and ask students how you took it apart. (by dividing between the two middle consonants) Write *little* and *pencil* and ask volunteers to take apart the words. (*lit/tle*, *pen/cil*) Elicit that two-syllable words with two consonants in the middle are divided between the consonants.

■ Write *human* on the board or on chart paper and ask students how they would take this word apart. Ask: *Is there a suffix or a prefix? Do you recognize a base word?* Students may notice the word *man*. Write *hu/man*, dividing the word after the *u*, and pronounce /hum-an/ with a short *u* sound. Ask if that sounds like a word they know. Then rewrite *hu/man* and pronounce /human/ with the long *u* sound.

■ Write and say the words *broken* and *final*. Ask students to listen for the break and tell where they think it would be. Ask students how many syllables each word has (two) and what they notice about the vowel sound in the first syllable of each word. (It has the long sound.) Ask students to describe the rule for dividing a two-syllable word that has a single consonant in the middle and a long vowel sound in the first syllable. (Divide the word after the vowel.) If necessary, help students describe the rule.

■ Write *lemon* and *cabin* on the board and say them aloud. Ask students what they notice about the first vowel sound in each word. (They are short vowel sounds.) Ask students where they hear the break. (after the medial consonant) Then ask students to describe the rule about where to break words that have a single medial consonant in the middle and a first syllable with a short vowel sound. (after the consonant) If necessary, help students describe the rule.

■ Ask students why it would be useful to know how to take words apart as they read. (to figure out a word and its meaning by thinking about each part)

## 2 Practice

- Distribute copies of visuals P-26A and P-26B. Have students cut apart the word cards and spread them out on their desks.
- Ask students to say each word, look carefully at its parts, and identify the syllables.
- Have students place the words in the correct column on the chart.

**P-26A**

happen	clever	music
--------	--------	-------

**P-26B**

Name	Syllables		
	sum/mer	hu/man	lem/on
	hap/pen	mu/sic	clev/er
	kit/ten	si/lent	prom/ise
	fun/ny	ba/by	sev/en
	sup/per	fi/nal	fin/ish
	hop/ping	ze/bra	shad/ow

## 3 Quick Assess

- As students complete the Practice activity, note whether they can take apart two-syllable words with double and single medial consonants.
- Say two-syllable words with familiar patterns and have students write the words, showing how to divide between syllables.



**Connect to Reading** Have students read *Franklin Chang-Diaz: In Space*. Then have them tell how they used word analysis strategies to take apart words like *satellite*.

# Resources

## Teacher Support

### Recognizing Patterns in Words

An **onset** is the initial consonant or consonant blend of a word. A **rime** is the vowel and any final consonants of a one-syllable word. For example, in the words *lock* and *stock*, *l* and *st* are the onsets and *ock* is the rime. Recognizing familiar patterns like these will help students read unfamiliar words.

### Common Word Families

- ack:** back, pack, sack, black, crack
- ang:** bang, hang, rang, sang, clang
- end:** bend, end, lend, blend, spend
- est:** best, nest, rest, test, vest, west
- ick:** kick, click, pick, tick, brick
- op:** hop, mop, pop, top, chop, drop
- ug:** bug, dug, hug, jug, lug, mug, rug, drug, shrug
- ain:** gain, lain, main, pain, rain, vain, brain, chain, drain, train
- east:** beast, east, feast, least
- eed:** deed, feed, need, seed, greed
- ide:** hide, ride, side, tide, wide, bride, glide, pride, slide, stride
- ight:** light, might, night, right, sight, tight, bright, flight, slight
- oke:** joke, poke, woke, yoke, broke, choke, smoke, spoke
- ute:** cute, lute, mute, chute, flute

## Differentiated Instruction

### Extra Support

**Focus on Patterns** Write the words *eat*, *mistreat*, and *neatest* on the board or on chart paper and ask students what they notice about them. Help students take apart the words to discover that they include the pattern *eat*, and have them read the words aloud. Remind students that if they can recognize a pattern in an unfamiliar word they encounter, they can use the pattern to help them read the word. Distribute copies of visual P-26C and have students cut apart the word cards. Ask students to look carefully at the words and think about familiar patterns they see.

**P-26C**

say	end	light
count	round	tray
intend	delight	mountainous
around	sight	sending
lightning	amount	ground
maybe	attend	mighty
accountable	sounding	playing
pretend	midnight	fountain
tighter	holiday	frighten

Name \_\_\_\_\_

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Encourage them to use those patterns to determine how some words are alike. Have them circle those similar parts and sort the words according to the patterns they notice. Ask students to share with a partner how they sorted the words. You might want to extend the activity by having students make word cards from lists of words you provide that contain other patterns on which you want to focus.

### Language Support

**Focus on Endings** Write the words *apple* and *candle* on the board or on chart paper. Read the words aloud and ask students how they are alike. (Both have two parts; both end with *le*.) Have students look closely at the words and tell how they would take them apart. If necessary, help them recognize that they should divide between the medial double consonant in each word. (*ap/ple*, *can/dle*) Elicit that the last syllable of both words is made up of *le* and the consonant that comes before it. Point out that identifying this word part will help students read many words that have this pattern.

Have students work with a partner to break apart and read the following words. You may want to have them use letter cards to build and divide the words, or write them on a sheet of paper.

- middle*, *handle*, *settle*, *stable*,
- kettle*, *kindle*, *puddle*, *wiggle*,
- bundle*, *whittle*, *gobble*, *noble*,
- pickle*, *cable*, *title*, *whistle*

Allow time for students to share their results with the group.

**Objectives**

- Learn how to disassemble a multisyllabic word into familiar word parts to read the word and understand its meaning
- Improve word recognition and reading fluency

**1 Teach**

► **Prepare visual P-30A to display. Copy visual P-30A for each student. Provide scissors.**

If students are having trouble reading and understanding multisyllabic words, help them learn how to take words apart and recognize common elements among them.

■ Write the words *active*, *actor*, and *action* on the board or on chart paper. Guide students to focus on word parts by asking: *How are these words alike?* (All of them have two parts; *act* is a part of each word.) Underline *act* in each word. Discuss how the meanings of the words are similar. (They all are related to movement, to doing or performing something.)

■ Ask students if they know any other words that have this part. (They may suggest words such as *activity*, *activate*, *actress*, or *actual*.) Ask students why it might be useful to look for a familiar word part as they read. (Doing so can help you read unfamiliar words with that part and understand their meanings.)

■ Guide students in focusing on word parts to analyze words with more than two syllables. Write the word *passable* on the board or on chart paper. Say the word and ask students how many syllables they hear. Then ask how they would take apart the word. Elicit that words are usually divided between two consonants that come together, and that a syllable ending in *le* usually includes the consonant before *le*. Have a volunteer say the word and write it, dividing it into syllables. (*pas/sable*)

■ Write the word *mediator* on the board or on chart paper and read it aloud. Ask students how they would divide this word into its parts. Point out that they cannot divide between consonants because there aren't any places where two consonants come together. Help them recall that when there is a single consonant in the middle of a word, and a syllable has a long vowel sound, they divide before the single consonant. Repeat *mediator* and

have students identify the sound of long *e* in the first syllable. Elicit that you should divide before the *d*. Then point out that the *i*, *a*, and *o* at the end of the word each stand for a separate vowel sound, so they are in separate syllables. Students should divide between the *i* and *a*, and between the *a* and *t*. Write *me/di/a/tor* and say the word. Help students understand that identifying the parts of a word makes it easier to figure out unfamiliar words that they encounter in their reading.

■ Help students focus on syllables and familiar word parts to read words such as *fabulous*, *habitat*, *marshmallow*, *entertainment*, *operation*, *conversation*, *independent*, *athletic*, and *perfection*.

**2 Practice**

■ Display visual P-30A and distribute copies to students. Have students cut apart the word cards and spread them out on a desk.

■ Ask students to read each word and look carefully at its parts. Have them sort the words, grouping together those with similar word parts. Ask students how the meanings of the words are similar.

■ Ask students to share with a partner how they sorted the words. Have partners make a list of other words that might fit into each group.

**P-30A**

circle	forehead	invent
public	circular	before
adventure	publicity	deserve
circus	observe	publicize
forecast	invention	circuit

**3 Quick Assess**

■ Write several three- and four-syllable words on a chart or on cards. Have students work with a partner to take apart the words and read each one.



**Connect to Reading** Have students read *Lightning*. Then have them use Word Analysis Strategies to figure out the meaning of *average* and other unfamiliar words.

# Resources

## Teacher Support

### Word Endings

Common word endings that students may recognize are *-ed*, *-es*, and *-ing*.

### Prefixes

Common prefixes that students may recognize are *de-*, *dis-*, *in-*, *mis-*, *non-*, *pre-*, *re-*, and *un-*.

### Suffixes

Common suffixes that students may recognize are *-able*, *-er*, *-ic*, *-ity*, *-ive*, *-ly*, *-ment*, and *-tion*.

### Word List: *-tion*

Words that end in *-tion* begin appearing more regularly in texts at this age level. Help students understand the shared elements found in common *-tion* words that they may encounter in their reading.

*cooperate/cooperation*  
*represent/representation*  
*examine/examination*  
*explain/explanation*  
*inform/information*  
*ornament/ornamentation*  
*prepare/preparation*  
*translate/translation*

### Syllabication Guidelines

- Divide words with a double medial consonant between the two consonants:  
*but/ton, pen/ny, doc/tor*
- Divide before a single medial consonant if the preceding syllable has a long vowel sound:  
*hu/mid, pa/per, si/lent, pro/tect*
- Divide after a single medial consonant if the preceding syllable has a short vowel sound:  
*cit/y, drag/on, grav/el, sec/ond*
- Divide between two vowels if each vowel has a separate sound:  
*cre/ate, di/al, po/et, sci/ence*
- When a word ends in *le*, *le* and the consonant preceding it usually form a syllable:  
*ket/tle, poo/dle, sta/ble*
- Prefixes and suffixes are usually syllables themselves:  
*un/fold, farm/er, live/ly*
- Letter clusters such as *ch*, *th*, and *ck* usually stay together in a syllable: *teach/er, fa/ther, jack/et*

## Differentiated Instruction

### Extra Support

**Find a Match** Write several multisyllabic words on the board. Have students write each word on their paper and list beneath it at least one other word that shares a common element. When finished, have students share their words with the group. Discuss how the words are alike and how the meanings of the words are similar. You may want to create cumulative lists by recording students' responses on the board or on chart paper. Start with this list of words. The common element is in bold:

*astonish*  
***began***  
*chewing*  
***discover***  
*extra*  
*listened*  
*marches*  
***prevent***  
*receive*  
*untie*  
***visible***  
*astronaut*  
*bicycle*  
***washable***

### Language Support

**Focus on Word Endings** Write the word *picture* on the board or on chart paper, read it aloud, and have students repeat it. Ask them how many parts, or syllables, they hear (two), and how they would take apart the word. (*pic/ture*) If they have difficulty deciding where to divide it, remind them that you usually divide words between two consonants in the middle. Then write and read the word *nature*. Have students identify the vowel sound in the first syllable. Elicit that if a word has a single medial consonant, you divide before the consonant. (*na/ture*) Ask students how *picture* and *nature* are alike. (Both have two syllables; both end with *-ture*.) Point out that when words end in *-ture*, this word part usually forms the final syllable. List on the board the words *capture*, *fracture*, *future*, *pasture*, *structure*, *adventure*, and *furniture*. Have students read the words and show how they would take them apart, using letter cards, or by writing the words on paper. Allow time for them to share their results with a partner or the group.

## Objectives

- Learn how to take apart a word to find familiar word parts
- Use word parts, together with context clues, to infer the meaning of multisyllabic words

## 1 Teach

## ► Copy visual P-33A for each student.

If students are having difficulty figuring out the meanings of multisyllabic words, help them use this strategy: (1) Break a word into its parts, such as base word, prefix, and suffix. (2) Use context clues to define unfamiliar parts.

■ On the board or on chart paper, write the word *immature*. Ask students to read the word and tell you where to draw a line to break it into two parts. Make a slash mark between *im* and *mature*.

■ Point out the prefix *im-* and ask students what it means. (not) Conclude that *immature*, therefore, means “not mature.” Ask: *But what does mature mean?* Allow students to suggest possible definitions.

■ Then write this sentence: *Temper tantrums and other kinds of childish behavior are immature.* Underline *childish behavior*. Ask: *After reading the phrase “childish behavior” in the sentence, what do you think immature might mean?* (not like a grownup, childish)

■ Have students look up the word *immature* in a dictionary to confirm the definition.

■ Next, engage students in a discussion about how they found out what the word *immature* means. Help them conclude that they took the word apart to recognize familiar parts and then they looked at the words in the sentence for clues about the meaning of the word.

■ Invite students to tell other words they know with the prefix *im-*. (*imbalance, immune, impatient, impossible*) Discuss what each word means. Students may also suggest words in which *im-* has a different meaning, such as *imprint* (a print made on a surface) and *import* (to bring a thing into a country).

■ Repeat with another word. On the board or on chart paper, write the word *boundless*. Ask students to tell you where to divide the word. Make a slash mark between *bound* and *less*.

■ Help students recognize that in this word, *-less* is a suffix meaning “without.” Ask: *How would a fearless person act?* (without fear, bravely) *What do you think boundless means?* Have students suggest a meaning.

■ Write the example sentence: *My little brother Jon runs all day with boundless energy.*

■ Have students recall that *-less* means “without.” Ask: *What does Jon do?* (runs all day) *What does that tell about the amount of energy he has?* (He has a lot of energy; it doesn’t have any limit.) *What might boundless mean?* (without limit, or without bounds)

■ Review the process students used to find the meaning of the word *boundless*. Ask them to identify other words with the suffix *-less*. (*painless, spotless, thoughtless*)

## 2 Practice

■ Distribute copies of visual P-33A to students. Have students read the paragraphs, draw slash marks between the familiar parts of each boldface word, and underline context clues to figure out what each boldface word means. Tell students to write their definitions of the words on the lines at the bottom of the visual.

**Never Give Up!**

The day for the big race had finally arrived. For the last week, Dan had **preoccupied** with thoughts of this event, **hardly able to think of anything**. Now he **pooped back and forth**, **impatiently** waiting for the race to start. Out of the starting blocks, Dan **sprinted** ahead of the other runners. At the halfway point in the race, he still held the lead. Suddenly, out of the corner of his eye, Dan noticed another runner coming up from behind. He **gapped in disbelief**. Three more steps and his competitor would **overtake** him and **win the race!**

Dan thought about the **countless** practice laps he had run in the past few weeks, circling the track **again and again**. As he **thought back**, he **recalled** the words his coach had spoken to **encourage** him: “**Never give up!**” From somewhere deep within him came a **supernatural burst of energy**. With almost **superhuman** effort, Dan pressed **onward** toward the finish line.

preoccupied: busy beforehand  
 impatiently: not in a patient way  
 disbelief: lack of belief  
 overtake: to go ahead of  
 countless: too many to count  
 recalled: to call back to mind; remember  
 encourage: to give courage  
 superhuman: more than human  
 onward: forward

Name \_\_\_\_\_

## 3 Quick Assess

■ Give students a sentence with an unfamiliar word and have them analyze it by looking at the word parts and using context clues. For example, *Rick tried to submerge the toy boat, but it kept floating to the surface of the pond.*





**Connect to Reading** Have students read *The Right Fly*. Then have students explain how they used word analysis strategies to define unfamiliar words, such as *irresistible*.

# Resources

## Teacher Support

### Some Common Roots

Greek	Meaning/Example
<i>ast</i>	star/ <i>astronaut</i>
<i>cycl</i>	circle/ <i>bicycle</i>
<i>gram</i>	letter/ <i>telegram</i>
<i>graph</i>	write/ <i>autograph</i>
<i>meter</i>	measure/ <i>thermometer</i>
<i>phon</i>	sound/ <i>phone</i>
<i>scop</i>	see/ <i>telescope</i>
<i>therm</i>	heat/ <i>thermometer</i>
Latin	Meaning/Example
<i>act</i>	do/ <i>action</i>
<i>ang</i>	bend/ <i>triangle</i>
<i>aud</i>	hear/ <i>audible</i>
<i>cede/ceed</i>	go/ <i>precede; proceed</i>
<i>dict</i>	speak/ <i>dictate</i>
<i>equa</i>	equal/ <i>equator</i>
<i>fac</i>	make/ <i>factory</i>
<i>man</i>	hand/ <i>manual</i>
<i>miss</i>	send/ <i>missile</i>
<i>mob</i>	move/ <i>automobile</i>
<i>ped</i>	foot/ <i>pedal</i>
<i>port</i>	carry/ <i>portable</i>
<i>rupt</i>	break/ <i>interrupt</i>
<i>sect</i>	cut/ <i>dissect</i>
<i>sign</i>	mark/ <i>signature</i>
<i>spec(t)</i>	see/ <i>inspect</i>
<i>vac</i>	empty/ <i>vacant</i>

## Differentiated Instruction

### Extra Support

**Focus on Word Parts** On the board or on chart paper, write the word *review* and ask students to identify the base word (*view*) and prefix (*re-*). Have them use their knowledge of word parts to give a definition for the word. (to view, or look at, again) Remind students that they can often read unfamiliar words and figure out their meanings by taking apart the words to find familiar parts. On the board or on chart paper, list the following words: *decode, enforce, mislead, nonsense, overflow, prehistoric, replace, supernatural*. Have students work in pairs to write each word and identify the base word and any prefix or suffix. They should use their knowledge of these word parts to write a definition for the word. Then have them check the meaning in a dictionary.

Extend the activity by giving students an opportunity to manipulate words and word parts so that they can build words and take words apart. Distribute copies of visual R-4, Word Card Template, and have students create prefix, suffix, and base word cards. Have them work with partners to build various words with the cards.

R-4

### Language Support

**Chart It** Tell students to keep track of unfamiliar or difficult words they encounter when they read. They might want to record the words in a journal or notebook, daily or weekly. Then help English language learners keep a chart of familiar base words and other word parts they have learned, such as common roots, suffixes, prefixes, and so on. On their chart, have them record the word part and its meaning. Then encourage English language learners to refer to it to see if it helps them figure out the unfamiliar, multisyllabic words they recorded in their journals.