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# Blackline Masters

Teaching Masters and Practice Masters  
Letter Cards
Teachers’ greatest challenges tend to be fitting in special instruction during an already busy day, having appropriate materials and organizing them quickly, and maintaining structure and concentration when interruptions and distractions are frequent.

*Houghton Mifflin Reading’s* materials for reaching all learners are a time-saving system of instruction to help teachers meet these challenges. With this group of handbooks you can turn your attention to specific needs in your classroom—to advanced students, students who are struggling below level, or students who are learning English—while other students work independently. The Challenge, Extra Support, and English Language Learners handbooks are each tied to the core instruction in *Houghton Mifflin Reading*. For independent work, the *Classroom Management Handbook* provides meaningful activities related to literature selections and to core skills.

As a group, the handbooks for reaching all learners:

- help you manage your classroom and organize your time effectively
- provide excellent, additional instruction
- give you the resources you need to help *all* students achieve grade-level expectations

### Extra Support Handbook Overview

The *Extra Support Handbook* provides support to enable lower-performing students to participate effectively in the instruction and reading opportunities in *Houghton Mifflin Reading*. Lessons in this handbook coincide with the daily skill instruction in your *Houghton Mifflin Reading* Teacher’s Edition, providing critical support for students prior to or following core instruction. Handbook lessons are specifically designed for students needing extra support:

- Lessons are presented in a five-day plan for preteaching and reteaching key skills and previewing core literature.
- Lessons focus on essential decoding and comprehension skills.
- Instruction is explicit and systematic, with concepts presented in easy, step-by-step order.
- Student learning is scaffolded through teacher modeling, visual examples, and interactive guided practice.
- Lessons include regular comprehension checks to monitor student understanding.
- The Practice/Apply step provides meaningful independent practice.
The *Extra Support Handbook* is one of several options in *Houghton Mifflin Reading* for providing extra support for students who need it. Your Teacher's Edition provides suggestions for each major anthology selection and includes a Resources section for support at the theme level. However, the *Extra Support Handbook* targets key skills in greater depth, building fluency and confidence.

**Identifying Students Who Need Extra Support**

Students who will benefit from Extra Support instruction include those who struggle to read on-level fiction and nonfiction, who read at one or more grades below level, or who are in a Title I or similar program. These students may have difficulty with decoding or comprehension or both. They may be able to decode simple words but need help learning to decode longer words. Some may be able to decode or “call” most words but cannot comprehend the meaning of what they read. Others may lack fluency, being unable to read rapidly and accurately enough to grasp the meaning of the text.

**Evaluating Student’s Needs** At the start of the year, and periodically throughout the year, you can evaluate student’s instructional needs using the diagnostic assessments included in *Houghton Mifflin Reading*. These instruments include the Baseline Group Test, Leveled Reading Passages, Phonics Decoding Screening Test, and others. More information on diagnostic assessment can be found in the *Teacher’s Assessment Handbook*. In general, students who need extra support will likely fall into one of the following groups:

- **Benchmark Group** These students’ difficulties tend to be temporary or intermittent. In general, they are meeting their learning goals and are not performing far below grade-level expectations. You can determine specific difficulties using the Monitoring Student Progress boxes in the Teacher’s Edition. Often, the Reteaching Lessons in the Resources section of the Teacher’s Edition provide sufficient support. In some cases, these students may need the more ongoing support provided by the lessons in this handbook.

**Frequent, positive feedback supports students’ belief that they can do well.** Make sure students who are struggling have opportunities for success.
• **Strategic Group**  Diagnostic assessment will show that these students' proficiencies are consistently below level, and this will be confirmed by your ongoing observations. These students need the regular, structured preteaching and reteaching support provided in this handbook. They should be evaluated regularly to make sure that they are progressing toward meeting grade level expectations.

• **Intensive Group**  These students are likely to be reading two grade levels or more below expectations. Diagnostic testing may reveal significant lack of decoding or comprehension skills. These students should receive intensive intervention or an individualized education plan. In the meantime, they can benefit from the lessons included in this handbook.

Once you have diagnostics underway, the *Classroom Management Handbook* provides guidance for managing groups for differentiated instruction.

**Lesson Structure**

The number of Extra Support lessons are related to the frequency of word identification and comprehension lessons in the core program. Preteaching prepares students for whole-class instruction; reteaching after core instruction provides more practice. Further, each daily lesson includes a literature focus in the form of guided previews or through revisiting selections or ancillary literature. Lessons are not intended to substitute for core instruction, but are in addition to it.

**Five-day Instructional Plan**

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRETEACH</strong> Structural analysis skill</td>
<td><strong>PRETEACH</strong> Comprehension skill</td>
<td><strong>RETEACH</strong> Structural analysis skill</td>
<td><strong>RETEACH</strong> Grammar skill</td>
<td><strong>RETEACH</strong> Comprehension skill</td>
</tr>
<tr>
<td><strong>PREVIEW</strong> Anthology selection, first segment</td>
<td><strong>PREVIEW</strong> Anthology selection, second segment</td>
<td><strong>PREVISIT</strong> Anthology selection, apply comprehension skill</td>
<td><strong>PREVIEW</strong> Leveled Readers selection</td>
<td><strong>REVISIT</strong> Anthology and Leveled Readers selection: apply structural analysis skill</td>
</tr>
</tbody>
</table>

The handbook provides multiple ways of explaining a concept, flexibility in pacing, levels of complexity, and frequent checks of student understanding.
A consistent pattern of preteaching, reteaching, and revisiting skills is built into instruction day to day, and week to week. Consistency, repetition, and predictably help students progress more quickly. Skill focus instruction is modeled step-by-step for students. Appropriate examples are used to help students comprehend the skill. Student understanding is monitored carefully with reminders to check that every student comprehends.

An application of the skill is presented and modeled, using the Teaching Master. This master introduces the skill in an interactive, visual way. The teacher guides students through the process, and then students practice and apply the skill on their own.

Teacher support for each selection includes:

**Skill focus**
- Easily scanned objectives and materials
- A warm-up where the skill is defined
- Guided instruction
- Visual examples
- Guided practice using the Teaching Master
- Teaching Master facsimile reference
- Support for Practice Master

**Literature focus**
- Literature citation
- Support for preview and review

*See the Walkthrough on the following pages for more information.*
To the Teacher

This walkthrough will familiarize you with the five-day instructional plans for Extra Support. Each plan is based on a selection in this level of Houghton Mifflin Reading. Days 1 and 3 are presented here for Akiak and show the basic features of a typical lesson.

Objectives/Materials

Skill Focus objectives are listed each day. Materials are provided at the back of the handbook; literature needed for the Literature Focus is listed.

Instruction Labels

Preteach or Reteach labels note when to use the lesson in relation to core instruction. The type of Skill Focus lesson is shown and a suggested amount of time to spend on it.

Warm-Up Lesson Opener

For Day 1, the easy-to-scan introductory paragraph allows a quick identification of the focus of the skill. Definitions are provided to familiarize students with the academic language related to the skill.

Additional Resources

The Get Set for Reading CD-ROM builds background and summarizes the selection. Students can log on to the Education Place site for activities. The theme audio CD helps with listening and comprehension skills. The Lexia Phonics CD-ROM provides phonics intervention.
Guided Practice

After teaching the skill, this section allows you to gradually turn the responsibility for practice to the students and to give immediate feedback. See the Teaching Master description on the following page.

Practice/Apply

Student use the Practice Master to work on the skill independently. This provides an additional opportunity to assess student comprehension.

Literature Preview

The selection walkthrough is targeted at the day’s reading in the core program, and follows the previewing suggestions in the Teacher’s Edition.
Skill Title
To familiarize students with the academic language for the skills they are learning, the skill title is shown on both the Teaching and Practice masters.

Guided Practice
Guided practice with the master is the key step prior to independent skill practice. By this point, examples and applications have progressed from the most basic to a readiness for core instruction.

Teaching Master
The Teaching Master is used as a verbal guide to model the process and practice expected of students for applying the skill. Teaching Masters can be held up or displayed for guiding students through the activity, or they can be copied and distributed so that students can follow along individually.

Base Words and Endings -er and -est

The Greatest Dog in Town

Our dog Rex is the greatest dog in town. He's braver than any other dog. He's also noisier than any dog! He gets hungrier and thirstier than any of our friends' dogs. He's got the wettest nose and the sharpest ears in the neighborhood. High fives for Rex! No, wait a minute — highest fives for Rex!
**Practice Master**

Students practice the skill with a brief activity to check mastery. As students explain their answers, you have the opportunity to make corrections immediately and give positive feedback.

**Base Words and Endings -er and -est**

Write a sentence using each of the numbered words.

1. loud
2. louder
3. loudest

Answers will vary.

1. strong
2. stronger
3. strongest

Answers will vary.

1. silly
2. sillier
3. silliest

Answers will vary.

**Visual Support**

Usually an illustration or illustrations are added that can help reinforce the skill concept.
Skill Focus: Reteach
Day 3 lessons typically reteach a skill or skills presented in Day 1. Notice the Reteach label and the skill title, along with the suggested amount of time for instruction.

3-Step Approach
Reteach lessons rely on a Teach/Practice/Apply lesson approach, using multiple examples for reinforcement.

Think Aloud
This feature can be present in instruction on any day. Frequent modeling of conceptual processes is key to building proficiency. For visual learners, it’s helpful to use gestures or write and draw as you think aloud.

Directive Verbs
For ease of use, the beginning verb of each paragraph is boldfaced.

Objectives
- decode words with endings -er and -est
- identify meaning of words with the comparative endings -er and -est

Materials
- Anthology: Akiak
- paper clip, pen, and ruler
- index cards

Base Words and Endings
-er and -est

Teach
Write the words long, longer, and longest on the board. Display a paper clip, pen, and ruler, and ask, Which is longer, the paper clip or pen? Then ask, Which is the longest, the paper clip, the pen, or the ruler? Use long, longer, longest to review the concepts of base word and ending. Underline the base word (long) and circle the endings in each of the words (-er, -est)

Display the following sentence: Even when trails were confusing, Akiak found the fastest way. Model decoding the word fastest.

When I look at the letters in this word, I see it has the -est ending. So, next I’ll look for the base word. I see a word I know: fast. Now I’ll put the parts together and blend the sounds, I get the word: fast est. I’ll check to see if it makes sense in the sentence. It does.

Explain that the -er and -est endings are used to compare things. The letters -er show that two things are being compared; the letters -est show that three or more things are being compared.
Suggestions for grouping and planners for coordinating small group instruction can be found in the Classroom Management Handbook, along with selection-based independent activities.

**Literature Review**

By Day 3, students have previewed and read both segments of the anthology selection. Use the Teacher’s Edition as noted to review both segments. For Days 4 and 5, students will preview other program literature and revisit the selection.

**Visual Support**

Chalkboards and notebook art help organize instruction for visual learning and promote active student involvement.

**Practice**

*Help* students practice reading words ending in *-er* and *-est*. Display the following sets of words:

<table>
<thead>
<tr>
<th>cool</th>
<th>cooler</th>
<th>coolest</th>
</tr>
</thead>
<tbody>
<tr>
<td>deep</td>
<td>deeper</td>
<td>deepest</td>
</tr>
<tr>
<td>warm</td>
<td>warmer</td>
<td>warmest</td>
</tr>
<tr>
<td>short</td>
<td>shorter</td>
<td>shortest</td>
</tr>
</tbody>
</table>

*Read* each set aloud with students. Have students use each word in a sentence.

*Apply.*

*Write* cards with familiar base words and the ending *-er* or *-est*. For example, write, louder, loudest, softer, softest, bigger, biggest. Have students work in pairs and take turns choosing a card, decoding the word, and using it in a sentence.

**Literature Focus:**

**Review Akiak**

*Guide* students through the Comprehension Skill Lesson for *Story Structure* on page 39 of the Teacher’s Edition.