

Suggested Learning Area Activities

Purpose of Learning Areas

At times during the Core Literacy Block and during the Literacy RtI period (formerly Differentiation Period) students complete independent activities at learning areas while the teacher works with small groups of students in need of teaching or re-teaching. Work completed at learning areas is designed to reinforce previously taught and learned skills, vocabulary, and concepts. Because the students are working independently, area work **cannot** be the vehicle for introduction of new skills or for application of vocabulary, skills, or concepts very recently introduced. Rather, students must already have had guided practice and received corrective feedback or verification regarding their performance or understanding of the words, skills or concepts.

NB: This list is not inclusive of all possible learning area activities. Teachers must use their understanding of scientifically based reading research aligned to the NGLS, and of their own students' current level of mastery to create appropriate activities to reinforce previously taught skills. Likewise, data may indicate that students in need of intervention may need to practice skills that were taught in a prior grade. For that reason, it is appropriate to use activities from prior grade levels if the data indicates this need.

Use the 21-Day Small Group Planner as a guide to establishing routines that will allow small group work to be effectively and efficiently implemented.

*All teacher materials for HMH *Journeys*, SRA Language for Learning, Reading Mastery, Corrective Reading, L ETRS modules, CORE Source Book, and Magic Penny Learning include additional opportunities for independent practice that make excellent resources for area activities once the skills have been taught and learned.

To consider additional learning area activities, please access the listed web site below for variety of examples...

<https://fcrr.org/student-center-activities>

Reading Area

Purpose: extend student reading practice to comprehend variety of texts

Suggested Resources	
HMH <i>Journeys</i> Resources	General Resources
HMH <i>Journeys</i> Teacher's Edition (Gr K-6)	Leveled books from all genres
HMH <i>Journeys</i> Student Book (Gr K-6)	Reading Mastery Independent Readers
HMH <i>Journeys</i> Interactive White Board Lessons (Gr K-6)	Age/grade appropriate magazines and newspapers
Literacy and Language Guide (Gr K-6)	myON

Suggested Learning Area Activities

Suggested Resources	
HMH Journeys Resources	General Resources
Decodable Readers (Gr 1-2) Lesson plan and Student Book	Dictionaries, atlases, children's encyclopedia
Leveled Readers Collection (Gr1-6) Lesson plan and Student Book	Pocket charts and sentence strips
Vocabulary Reader (Gr K-6) Lesson plan and Student Book	Sequencing activities
Companion Little Book Collection K Lesson plan and Student Book	Florida Center for Reading Research https://fccr.org/student-center-activities
Ready-Made Workstations (Gr K-6)	
Instructional Cards Kit (Gr K-3)	
Vocabulary in Context Card Collection (Gr 4- 6)	
Sound Spelling Cards (Gr 1-2)	
Language and Literacy Guide (K-6)	
Trade books (Gr. 1-6 found in Units 2 and 4)	
Cold Reads (Gr 1-6)	
Grab and Go Kit (Gr K-6) printable materials are available at Think Central	
Reading Tool Kit (Gr 1-5) printable materials are available at Think Central	
Literacy Tool Kit (Gr 4-6) printable materials are available at Think Central	
Activities found in the Performance Assessment Book found at Think Central	
Trade books that accompany Units 2-4-6-in HMH <i>Journeys</i> (Gr 1-6). Lesson plans are found behind the Extended Reading Trade Book tab in the Teacher's Edition.	
Refer to the resources in HMH <i>Journeys</i> T.E. found behind the Small Group, Intervention, English Language Learners and Resources tabs.	
All resources found on the Think Central website Think Central	

Suggested Learning Area Activities

Suggested Teacher Preparation

The Leveled Readers Collection has Guided Reading levels, Lexile levels and DRA levels. These levels should be used to assign students appropriate independent reading material.

Have appropriate materials i.e., paper, pencils folders, graphic organizers, pocket charts, student journals available to complete assignment. Develop a routine so materials can be replenished.

Prepare graphic organizers.

Organize folders for individual activities.

Establish routines so that students can work independently and efficiently i.e., establish a

21-Day Small Group Planner on BPS Reading Department website.

Suggested activities for students:

Kindergarten

1. Use numbered story sentences to sequence a story; record the numbers.
2. Use word cards and underline matching words in an assigned passage.
3. Use Big Books:
 - use buddy reading routine to read with a peer
 - discuss/retell a book with a peer using a graphic organizer and/or teacher created rubric
 - write about a book using sentence frames
 - match vocabulary cards to words in a book and record them in a vocabulary notebook

Grade 1

1. Keep a reading log or journal; list main characters and describe each personality in one word.
2. Develop questions related to previously taught comprehension skills or strategies to respond to literature.
3. Re-read a previously read story to a partner using buddy reading Routine; summarize the story verbally and in writing.
4. Use numbered story sentences to sequence a story; record the numbers.
5. Use word cards and underline matching words in an assigned passage.
6. Complete a graphic organizer such as a story map, sequence map, or book report.
7. Use extra copies of Reading Mastery stories—read a previously read story to a partner (better reader paired with a less skilled reader).
8. Use of Big Books and Leveled Readers Collections:
 - use buddy reading routine to re-read a previously read book.

Suggested Learning Area Activities

- discuss/retell book with a peer using a graphic organizer and/or teacher created rubric.
- write about the book – summarize, respond to ideas.
- match vocabulary cards to words in a book and record them in vocabulary notebook.

Grade 2

1. Keep a reading log or journal to record books/stories read; reflect on these stories.
2. Develop questions related to previously taught comprehension skills or strategies to respond to literature.
3. Re-read a previously read story to a partner using buddy reading routine; summarize the story verbally and in writing.
4. Use numbered story sentences to sequence a story; record numbers.
5. Use word cards and find matching words in an assigned book; copy the sentence from the book.
6. Complete a graphic organizer such as a story map, sequence map, or book report.
7. Using extra copies of Reading Mastery stories—read aloud a previously read story to a partner (better reader paired with a less skilled reader).
8. Use of Big Books and Leveled Readers Collections:
 - use buddy reading routine to read with a peer (if students are trained)
 - discuss/retell book with a peer using a graphic organizer and/or teacher created rubric
 - write about a book – summarize, respond to ideas

Grade 3

1. Keep a reading log or journal to record books/stories read; reflect on these stories.
2. Develop questions related to previously taught comprehension skills or strategies to respond to literature.
3. Re-read a previously read story to a partner using buddy reading routine;
4. Summarize the story verbally and in writing.
5. Complete a graphic organizer i.e., a story map, sequence map or T-Chart.
6. Using extra copies of Corrective Reading stories—read a previously read story to a partner, better reader paired with a less skilled reader.

Suggested Learning Area Activities

Grade 4

1. Keep a reading log or journal to record books/stories read; write reflection on stories.
2. Develop questions related to previously taught comprehension skills or strategies to respond to literature.
3. Re-read a previously read story to a partner using buddy reading routine; summarize the story verbally and in writing.
4. Complete a graphic organizer i.e., a story map, sequence map or T-Chart.

Grade 5

1. Keep a reading log or journal; write a reflection on stories.
2. Develop questions related to previously taught comprehension skills or strategies to respond to literature.
3. Re-read a previously read story to a partner using buddy reading Routine; summarize the story verbally and in writing.
4. Complete a graphic organizer i.e., a story map, sequence map or T-Chart.

Grade 6

1. Keep a reading log or journal to record books/stories read; reflect on these stories.
2. Develop questions related to previously taught comprehension skills or strategies to respond to literature.
3. Re-read a previously read story to a partner using buddy reading Routine; summarize the story verbally and in writing.
4. Complete a graphic organizer i.e., a story map, sequence map or T-Chart.

Suggested Learning Area Activities

Listening Area

Purpose: extend student listening and comprehension skills—listening for a purpose

Suggested Resources	
HMH Journeys Resources	General Resources
HMH Journeys Teacher's Edition (Gr K-6) i.e., Opening Routines, Extend the Topic: Speaking and Listening	commercially prepared books on tape
HMH Journeys Student Book (Gr K-6)	headphones
HMH Journeys Interactive White Board Lessons	Provide Language Frames to support students
Literacy and Language Guide (Gr K-6)	books, tapes and CD's
Refer to the resources in HMH Journeys T.E. found behind the Small Group, Intervention, English Language Learners and Resources tabs.	Florida Center for Reading Research https://fcrr.org/student-center-activities
All resources found on the Think Central website Think Central	

Suggested Teacher Preparation
Organize appropriately leveled materials so that they are easily accessible to students
Prepare an appropriate activity that will assess student's mastery of the skill that is being reinforced.
Prepare the activities so that students always know the purpose for the listening.
Listening and speaking are closely tied together. Give students opportunities to talk about what they have listened to.

Suggested activities for students:

Kindergarten

Listen to informational and narrative texts:

- Arrange picture cards in sequential order.
- Listen to storytelling tapes (without books); visualize while reading, draw a picture.
- Listen to informational and narrative texts.

Suggested Learning Area Activities

Grade 1

Listen to informational and narrative texts:

- summarize the story
- visualize while reading; draw a picture
- write words or sentence (s) representing the beginning, middle, and end of the story
- draw and label (when appropriate) the setting of the story
- complete a graphic organizer that is appropriately aligned to the comprehension skill being reinforced

Grade 2

Listen to informational and narrative texts:

- visualize while reading; draw a picture
- summarize the story
- write words or sentence(s) representing the beginning, middle and end of story
- draw and label the setting of the story
- complete a graphic organizer that is appropriately aligned to the comprehension skill being reinforced

Grade 3

Listen to informational and narrative texts:

- summarize the plot of the story
- write sentences and/or a paragraph representing the beginning, middle end of the story

- list the main characters, setting; describe in writing
- complete a graphic organizer that is appropriately aligned to the comprehension skill being reinforced

Grade 4

Listen to informational and narrative texts:

- summarize the plot of the story
- write a paragraph representing the beginning, middle, and end of the story
- take notes using two column method
- complete a graphic organizer that is appropriately aligned to the comprehension skill being reinforced

Suggested Learning Area Activities

Grade 5

Listen to informational and narrative texts:

- summarize the plot of the story
- write a paragraph representing the beginning, middle, and end of the story
- list the main characters, setting; describe in writing
- complete a graphic organizer that is appropriately aligned to the comprehension skill being reinforced
- take notes using two-column method

Grade 6

Listen to informational and narrative texts:

- summarize the plot of the story
- write a paragraph representing the beginning, middle, and end of the story
- list the main characters, setting; describe in writing
- complete a graphic organizer that is appropriately aligned to the comprehension skill being reinforced
- take notes using two-column method
- respond to writing prompts related to the story

Word Work Area

Purpose: extend phonics, word study, spelling, and vocabulary skills

Suggested Resources	
HMH Journeys Resources	General Resources
HMH Journeys Teacher's Edition (Gr K-6)	Dry erase boards and markers
HMH Journeys Student Book (Gr K-6)	Magnet boards (or sides of filing cabinets,

Suggested Resources	
HMH Journeys Resources	General Resources
	cookie sheets, and pizza pans) and magnetic letters
HMH Journeys Interactive White Board Lessons (Gr K-6)	File folder activities
Literacy and Language Guide (Gr K-6)	Word cubes (high frequency and decodable words written on sides of small wooden cubes
Ready-Made Workstations (Gr K-6)	Pocket charts
Grab and Go Kit (Gr K-6)	Sentence strips

Suggested Learning Area Activities

Alpha Friends Card Kit (Gr K)	Letter cards
Interactive Instructional Flip Chart (Gr K)	Dictionaries, thesauruses, and other appropriate reference books
Long Vowel Spelling Cards (Gr K)	Picture cards
Instructional Card Kit (Gr K-3)	High frequency word cards
Sound Spelling Cards (Gr 1-2)	Dolch and Fry word cards
Vocabulary in Context Card Collection (Gr 4-6)	SRA Seatwork Blackline Masters to support DI Lessons and Skills
Reading Tool Kit (Gr 1-5) printable materials are available at Think Central	Tactile Letter Cards
Literacy Tool Kit (Gr 4-6) printable materials are available at Think Central	SRA Teacher Resource Books Decoding A, B1 & B2
All resources found on the Think Central website Think Central	Florida Center for Reading Research https://fcrr.org/student-center-activities

Suggested Teacher Preparation

Cut up sentences from SRA Take Home Worksheets
Copy, cut out, and bag up different word sorts
Prepare answer keys for self-checking
Prepare containers or baggies for storage of different sorts for easy access and clean-up
Use the Language and Literacy Guide to develop routines for different sorts

Suggested activities for students:

Kindergarten

1. Circle or highlight assigned letters or words in a passage
2. Use magnetic letters/stamps/letter cubes to build words; choose words from *HMH Journeys* spelling and vocabulary and Dolch and Fry word lists
3. Complete a word sort by arranging letters alphabetically, patterns by initial letter/final letter/short vowel sounds
4. Alphabetize magnetic letters
5. Match pictures to words
6. Match word to definition/pictures
7. Match letter cards/tiles representing sounds from previous lessons to pictures that begin with that sound from magazines, newspapers, picture cards, etc.
8. Onset rime activity - one envelope with initial graphemes to represent sounds from previous lessons printed on cards /another envelope with word endings (ex: -at, -eed) printed on cards; students match to make rhyming words

Suggested Learning Area Activities

9. Create individual book of letters/graphemes representing mastered sounds
10. Create individual sound rings; students add cards to their rings with graphemes representing the sounds they have mastered to use for individual or partner practice
11. Have students create words using letter cards/tiles representing the phonemes they have learned; write words in individual books or on a card to add to a card ring. Card rings can be used for individual or partner practice

Grade 1

1. Use magnetic letters/stamps/letter cubes to build words; choose words from HMH *Journeys* spelling and vocabulary and Dolch and Fry word lists
2. Complete a word sort using short vowel sounds, phonograms (ex: -all, -ill, -it, -own, -ake), digraphs, r-controlled vowels, long vowel
3. Create compound words from a word bank of known base words; draw a picture of the new word
4. Alphabetize magnetic letters
5. Use sentence cubes or word cards to create sentences; record the sentences on paper
6. Circle or highlight assigned letters or words in a book
7. Match pictures to words
8. Match word to definition/pictures
9. Match letter cards/tiles representing sounds from previous lessons to pictures that begin with that sound from: magazine, newspapers, picture cards, etc.
10. Onset rime activity: one envelope with initial graphemes to represent phonemes from previous lessons printed on cards /another envelope with word endings (ex: -at, -eed) printed on cards; students match to make rhyming words.
11. Arrange words from SRA Take Home Worksheets to make sentences; write the sentences.
12. Create a pocket dictionary using words from previous lessons
13. Create individual book of letters/graphemes representing mastered sounds.
14. Create individual sound rings. Students add cards to their rings with graphemes representing the phonemes they have mastered to use for individual or partner practice.
15. Have students create words using letter cards/tiles representing the phonemes they have learned. Write the words in individual books or on a card to add to a card ring. Card rings can be used for individual or partner practice.

Suggested Learning Area Activities

Grade 2

1. Use magnetic letters/stamps/letter cubes to build words; choose words from HMH *Journeys* spelling and vocabulary and Dolch and Fry word lists.
2. Complete a word sort using phonograms (ex., -id, -at, -ack, -arm), r-controlled vowels, consonant blends, vowel digraphs, diphthongs, prefixes (re-, pre-), contractions, vowel variants.
3. Create compound words from a word bank of known base words; write a sentence using the new word.
4. Use sentence cubes or word cards to create sentences; record the sentences on paper.
5. Complete word webs.
6. Use word cards to fill in semantic organizer (ex: habitat: sample categories include types, plants, animals, features, etc.).
7. Onset rime activity-one envelope with beginning letters to represent sounds from previous lessons printed on cards /another envelope with word endings (ex: -at, -eed) printed on cards. Students match to make rhyming words.
8. Cut up sentences from SRA Take Home Worksheets and have students arrange words to make sentences. Write the sentences.
9. Students create their own pocket dictionary using words from previous lessons.
10. Have students create words using letter cards/tiles representing the phonemes they have learned. Write the words in individual books or on a card to add to a card ring. Card rings can be used for individual or partner practice.

Grade 3

1. Use magnetic letters/stamps/letter cubes to build words; choose words from HMH *Journeys* spelling and vocabulary and Dolch and Fry word lists.
2. Complete a word sort by: syllables (CVC, Closed, CVCe, CVVC, Open, VCCV, VCV, Schwa, Unaccented, C-le), compound words, root word + inflections, words with kn, wr, and gn, -ough, ight, aight.
3. Use language frames/sentence starters or word cards to create sentences; record the sentences on paper.
4. Complete word webs and other vocabulary activities.
5. Students create their own pocket dictionary using words from previous lessons.
6. Use word cards to fill in semantic organizer (ex: habitat: sample categories include types, plants, animals, features, etc.).
7. Provide text for students to apply context clues to determine the meaning of targeted words.

Suggested Learning Area Activities

Grade 4

1. Complete a word sort: syllables (CVC, Closed, CVCe, CVVC, Open, VCCV, VCV, Schwa, Unaccented, C-le), compound words, root word + Inflections, letter patterns -s, -c, and -j, -g, Words with augh.
2. Use language frames/sentence starters or word cards to create sentences; record the sentences on paper.
3. Complete word webs and other vocabulary activities.
4. Use word cards to fill in semantic organizer (ex: habitat: sample categories include types, plants, animals, features, etc.).
5. Keep a notebook full of new words; students write their own definition, use in a sentence.
6. Provide text for students to apply context clues to determine the meaning of targeted words.

Grade 5

1. Complete a word sort: syllables (CVC, Closed, CVCe, CVVC, Open, VCCV, VCV, Schwa, Unaccented, C-le), root word + inflections, sound patterns/-zhar/, / - char/, and -j, -g, words with kn, wr, and gn, -ight, -aight, -ion, -ation, -ness, -augh, -ough, Greek and Latin roots, word origins.
2. Use language frames/sentence starters or word cards to create sentences; record the sentences on paper.
3. Use word cards to fill in semantic organizer (ex: habitat: sample categories include types, plants, animals, features, etc.).
4. Keep a notebook full of new words; students write their own definition, use in a sentence.
5. Provide text for students to apply context clues to determine the meaning of targeted words.

Grade 6

1. Complete a word sort: roles of silent e, words with -ight, aight, and eight, syllables (CVC, Closed, CVCe, CVVC, Open, VCCV, VCV, Schwa, Unaccented, consonant -le, Accent Marks), prefixes, root words, suffixes, words with inflections, compound words (see examples in Words Their Way.)
2. Use language frames to create sentences; record the sentences on paper.
3. Use completed language frames to fill in semantic organizer (ex:
habitat: sample categories include types, plants, animals, features, etc.).
4. Keep a notebook of new words; students write their own definition, use in Meaningful sentence.
5. Provide text for students to apply context clues to determine the meaning of targeted words

Suggested Learning Area Activities

Writing/Grammar Area

Purpose: extend all components of reading through writing activities

Purpose: provide practice in grammar and mechanics skills

Suggested Resources	
HMH Resources	General Resources
HMH <i>Journeys</i> Teacher's Edition (Gr K-6)	wide variety of writing instruments – pencils, pens, markers, crayons, chalk, colored pencils
HMH <i>Journeys</i> Student Book (Gr K-6)	clipboards
HMH <i>Journeys</i> Interactive White Board Lessons (Gr K-6)	dry erase boards and markers
Literacy and Language Guide (Gr K-6)	different kinds of writing paper
Proof Reading Practice (Gr 1_6)	dictionaries, thesauruses, and other appropriate reference materials
Common Core Writing Handbook (Gr K-6)	index cards in various sizes and colors
Multi-Purpose Writing Rubrics (Gr 1-6)	computer with publishing software
Readers Notebook (Gr K-6)	work-in progress folders
Ready-Made Workstations (Gr K-6)	Florida Center for Reading Research https://fcr.org/student-center-activities
Write in Reader (Gr 1-6)	NYS EA – Short and Extended Writing Rubrics Gr 3-6
All resources found on Think Central website Think Central	Step Up to Writing Resources https://www.stepuptowriting.com/welcome.do

Suggested Teacher Preparation
Get her necessary materials for the writing area
Each student should have a folder or location to place their work
There should be an exemplar for each writing task
Create and review with the students how the work will be graded (use of rubrics)
Self-check assessments for the students should be available
Have a finished work location in the area
Prepare language frames/sentence starters that meet needs of students

Suggested Learning Area Activities

Suggested activities for students:

Kindergarten

1. Trace printed/dotted letters; when evidence indicates student can form the letter correctly, have students practice forming letters independently
2. Given a picture, write words or sentences describing it or telling what could have happened before or after the picture.
3. At the end of a lesson, write a prediction of what will happen next in the story
4. Using picture cards, have students label or write a complete sentence about the picture

Grade 1

1. Practice forming letters independently
2. Given a picture, write words or sentences describing the picture or telling what could have happened before or after the events in the picture
3. Complete sentence starters
4. Provide a word bank in order to substitute words to make a sentence stronger
5. Answer questions with statements; make statements from questions
6. Identify the "naming" part and the "action" part of sentences.
7. Identify the subject (who, what) and predicate (is doing) of each sentence, using single and double underlines or highlighters.
8. At the end of a lesson, write a prediction of what will happen next in the story
9. Write sentences that rhyme using words from core program for poetry extensions
10. Grammar Sorts: identify complete sentences from incomplete; sort telling and asking sentences; sort nouns, days, months, and holidays; sorts describing words into categories of feelings, color, size, shape, taste, smell, sound, how may, and weather; verbs (now and in the past); contractions with not
11. Write sentence completions with verbs (am, is are, was, were, go, went)

Grade 2

1. Given a picture, write words or sentences describing it or telling what could have happened before or after the picture
2. Complete sentence starters
3. Provide a word bank in order to substitute words to make a sentence stronger
4. Answer questions with statements; make statements from questions
5. Identify the "naming" part and the "action" part of sentences
6. Identify the subject (who, what) and predicate (is doing) of each sentence, using single and double underlines.
7. Have students use connecting words such as and, both, then, next, etc. to write sentences.

Suggested Learning Area Activities

8. At the end of a lesson, write a prediction of what will happen next in the story
9. At the end of a lesson write a summary of the story with three to five sentences
10. Write sentences that rhyme using words from core program for poetry extensions.
11. Make a rap song, poem, or other writing form containing words from word lists
12. Grammar Sorts: Type of sentences (statements, questions, commands); types of nouns (common, proper); abbreviations and their meanings; contractions
13. Sentence completion activities: Students can fill in the proper nouns, pronouns, adjectives, past-tense verbs, helping verbs, contractions, and apostrophes for showing ownership and subject-verb agreement

Grade 3

1. Complete language frames/sentence starters
2. Provide a word bank in order to substitute words to make a sentence stronger
3. Answer questions with statements; make statements from questions
4. Identify the subject (who, what) and predicate (is doing) of each sentence, using single and double underlines.
5. Using color coded (known) word cards (nouns in pink, verbs in red, adjectives in blue, adverbs in green, etc.) have students put words together into sentences and then write the sentences.
6. Using symbols for words (ex.: triangles= nouns, rectangles = verbs, ovals = objects, etc.) Have students manipulate and write sentences
7. Have students use connecting words such as and, both, then, next, etc. to write sentences.
8. At the end of a lesson, write a prediction of what will happen next in the story
9. At the end of a story, write a summary of the story with at least five sentences.
10. Write sentences that rhyme using words from core program for poetry extensions
11. Make a rap song, poem, or other writing form containing words from Word Lists
12. Grammar Sorts: Types of sentences (statements, questions, commands); types of nouns (common, proper); nouns (singular possessive, plural possessive); pronouns (singular, plural, subject, object); verbs (present tense, past-tense, irregular)
13. Sentence completion activities: Students can fill in the proper nouns, pronouns, adjectives, verbs, adverbs, contractions

Suggested Learning Area Activities

Grade 4

1. Complete language frames/sentence starters
2. Provide a word bank in order to substitute words to make a sentence stronger
3. Answer questions with statements; make statements from questions
4. Using color coded (nouns in pink, verbs in red, adjectives in blue, adverbs in green, etc.) word cards have students put words together into sentences and then write the sentences.
5. Using symbols for words (ex.: triangles= nouns, rectangles = verbs, ovals = objects, etc.) have students manipulate and write sentences.
6. Have students use connecting words such as and, both, then, next, etc. to write sentences.
7. At the end of a lesson, write a prediction of what will happen next in the story
8. At the end of a story, write a summary of the story with between five to seven sentences
9. Make a rap song, poem, or other writing form containing words from word lists
10. Grammar Sorts: Type of sentences (declarative,interrogative,imperative, exclamatory); type of sentences (simple, compound) types of nouns (common, proper); nouns (singular possessive, plural possessive); pronouns (singular,plural, subject, object); verbs (present-tense, past -tense, future, irregular); adverbs, prepositions
11. Sentence completion activities: Students can fill in the proper nouns, pronouns, adjectives, verbs, adverbs, contractions, prepositions
12. Sentence build-ons: Students are given a basic sentence and are required to improve it by adding additional subjects, predicates, clauses, prepositional phrases (use of language frames.)
13. Write an alternative ending to a story they have read

Grade 5

1. Provide a word bank in order to substitute words to make a sentence strong
2. Using color coded (known) word cards (nouns in pink, verbs in red, adjectives in blue, adverbs in green, etc.) have students put words together into sentences and then write the sentences.
3. Using symbols for words (ex.: triangles= nouns, rectangles = verbs, ovals = objects, etc.) have students manipulate and write sentences.
4. At the end of a story, write a summary of the story with between five to seven sentences
5. Make a rap song, poem, or other writing form containing words from word lists.
6. Grammar Sorts: Types of Sentences (declarative, interrogative, imperative, exclamatory); types of sentences (simple, compound) types of nouns (common, proper); nouns (singular possessive, plural possessive); pronouns

Suggested Learning Area Activities

(singular, plural, subject, object); verbs (present-tense, past -tense, future, irregular); adjectives (proper and demonstrative); adverbs, preposition; contractions; abbreviations.

7. Sentence completion activities: Students can fill in the proper nouns, pronouns, adjectives, verbs, adverbs, contractions, prepositions (use of language frames).
Sentence build-ons: Students are given a basic sentence and are required to improve it by adding additional subjects, predicates, clauses, prepositional phrases. (use of language frames).
8. Write an alternative ending to a story they have read.

Grade 6

1. Provide a word bank in order to substitute words to make a sentence stronger
2. Using color coded (known) word cards (nouns in pink, verbs in red, adjectives in blue, adverbs in green, etc.) have students put words together into sentences and then write the sentences.
3. Using symbols for words (ex.: triangles= nouns, rectangles = verbs, ovals = object s, etc.) have students manipulate and write sentences.
4. At the end of a story, write a summary of the story with between five to seven sentences
5. Make a rap song, poem, or other writing form containing words from word lists
6. Grammar Sorts: Types of sentences (declarative, interrogative, imperative, exclamatory); types of sentences (simple, compound) types of nouns (common, proper); nouns (singular possessive, plural possessive); pronouns (singular, plural, subject, object); verbs (present-tense, past-tense, future, irregular); adjectives (proper and demonstrative); adverbs, prepositions; contractions; abbreviations
7. Sentence completion activities: Students can fill in the proper nouns, pronouns, adjectives, verbs, adverbs, contractions, prepositions
8. Sentence build-ons: Students are given a basic sentence and are required to improve it by adding additional subjects, predicates, clauses, prepositional phrases, and adjective and adverb phrases. (Use of language frames.)

Suggested Learning Area Activities

Fluency Area

Increase fluency (including rate, accuracy and prosody)—the end goal is to increase comprehension skills

Suggested Resources	
HMH Resources	General Resources
HMH <i>Journeys</i> Teacher's Edition (Gr K-6)	appropriately leveled books and passages
HMH <i>Journeys</i> Student Book (Gr K-6)	sentence strips
HMH <i>Journeys</i> Interactive White Board Lessons (Gr K-6)	timed reading chart
Literacy and Language Guide (Gr K-6)	variety of passages for all reading levels
Grab-an-Go Kit (Gr 1-6)	tape recorder and microphone
Interactive Instructional Flip Chart (Gr K)	timer
Ready-Made Workstations (Gr K-6)	index cards

Suggested Resources	
HMH Resources	General Resources
Projectable Lessons (Gr 3-6)	high frequency cards
Cold Reads (Gr 1-6)	sight wordlist
Leveled Readers (Gr 1-6)	high frequency phrase list
Activities found in the Performance Assessment Book found at Think Central	Florida Center for Reading Research https://fcr.org/student-center-activities
Trade books that accompany Units 2-4-6-in HMH <i>Journeys</i> (Gr 1-6). Lesson plans are found behind the Extended Reading Trade Book tab in the Teacher's Edition.	
All resources found on the Think Central website Think Central	

Suggested Learning Area Activities

Suggested Teacher Preparation

Look at data to assign students appropriately leveled materials

Ensure that timers are in working order

Prepare sound/word rings and sight word cards for student use

Develop and model fluency routine for students to use in your classroom

Create fluency folders that contain materials and graphs for students to track their progress

Suggested activities for students:

Kindergarten

1. Individual or partner timed readings of, sounds, and letters.
2. Practice letter naming fluency using flashcards.
3. Keep high-frequency word flashcards on a ring at the Fluency Area. Allows students to test each other on the words. Add new words as they are mastered in class.
4. Use one-minute sand timer to practice writing name neatly as many times as possible

Grade 1

1. Pair a more fluent reader with a less fluent one; instruct the more fluent student to read the story aloud, allowing the less fluent student to echo-read.
2. Individual or partner timed readings of connected text, phrases, words, sounds, and letters
3. Practice letter naming fluency using flashcards.
4. Keep high-frequency word flashcards on a ring at the Fluency Area. Allow students to test each other on the words. Add new words as they are mastered in class.
5. Keep words that have been taken off of the "Good-bye List" on cards or on a ring. Allow students to test each other on the words. Add new words as they come off the "Good-bye List".
6. Give students the opportunity to practice writing the letters for mastered sounds, words, and sentences in a timed situation
7. Reread stories from previous lessons for one minute, count the number of words, graph it
8. Use one-minute sand timer to practice writing name neatly as many times as possible

Suggested Learning Area Activities

Grade 2

1. Pair a more fluent reader with a less fluent one; instruct the more fluent student to read the story aloud, allowing the less fluent student to echoread.
2. Students record themselves reading a book aloud. Have them listen to the recording and decide what was good about their reading and what could make their reading better.
3. Individual or partner timed readings of connected text, phrases, words, and sounds.
4. Keep high-frequency word flashcards on a ring at the Fluency Area. Allow students to test each other on the words. Add new words as they are mastered in class.
5. Keep words that have been taken off of the "Good-bye List" on cards or on a ring. Allow students to test each other on the words. Add new words as they come off the "Good-bye List".
6. Give students the opportunity to practice writing the letters for mastered sounds, words, and sentences in a timed situation.
7. Reread stories from previous lessons for one minute, count the number of words, and graph it. Students could then retell (summarize) what they have read to each other.

Grade 3

1. Pair a more fluent reader with a less fluent one. Have the more fluent student read the story aloud, allowing the less fluent student to echo-read.
2. Students can record themselves reading a book aloud. Have them listen to the recording and decide what was good about their reading and what could make their reading better.
3. Individual or partner timed readings of connected text, phrases, words, and sounds
4. Give students the opportunity to practice writing the letters for mastered sounds, words, and sentences in a timed situation
5. Reread parts of stories from previous lessons for one minute, count the number of words, and graph it. Students could then retell (summarize) what they have read to each other.

Suggested Learning Area Activities

Grade 4

1. Pair a more fluent reader with a less fluent one; instruct the more fluent student to read the story aloud, allowing the less fluent student to echoread.
2. Students can record themselves reading a book aloud. Have them listen to the recording and decide what was good about their reading and what could make their reading better
3. Individual or partner timed readings of connected text, phrases, and words; count the number of words; record scores.
4. Keep words that have been taken off of the “Good-bye List” on cards or on a ring. Allow students to test each other on the words. Add new words as they come off the “Good-bye List”.
5. Reread parts of stories from previous lessons for one minute, count the number of words, and graph it. Students could then retell (summarize) what they have read to each other.

Grade 5

1. Pair a more fluent reader with a less fluent one; instruct the more fluent student read the story aloud, allowing the less fluent student to echoread.
2. Students can record themselves reading a book aloud. Have them listen to the recording and decide what was good about their reading and what could make their reading better.
3. Individual or partner timed readings of connected text, phrases, words, sounds, and letters; count the number of words
4. Reread parts of stories from previous lessons for one minute, count the number of words, and graph it. Students could then retell (summarize) what they have read to each other.

Grade 6

1. Pair a more fluent reader with a less fluent one; instruct the more fluent student to read the story aloud, allowing the less fluent student to echo-read
2. Students can record themselves reading a book aloud. Have them listen to the recording and decide what was good about their reading and what could make their reading better.
3. Individual or partner timed readings of connected text, phrases, and words
4. Reread parts of stories from previous lessons for one minute, count the number of words, graph it. Students could then retell (summarize) what they have read to each other.