

Tufts Literacy Corps

Fostering Fluency Manual



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I really believe that each of us must come to care about everyone else's children. We must come to see that the welfare of our children and grandchildren is intimately linked to the welfare of all other people's children. After all, when one of our children needs life-saving surgery, someone else's child will perform it. If one of our children is threatened or harmed by violence, someone else's child will be responsible for the violent act. The good life for our own children can only be secured if a good life is also secured for all other people's children. Where are other people's children right now? Are they having wholesome, caring, and appropriate experiences? The person who will be our president 50 years from now may be in someone's third-grade class today. I hope she is having a good experience! To be concerned about other people's children is not just a practical matter — it is a moral and ethical one.

Lilian Katz, 1989

Hints on Pronunciation for Foreigners

I take it you already know
Of tough and bough and cough and dough?
Others may stumble but not you,
On hiccough, thorough, laugh, and through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead: it's said like bed not bead—
For goodness' sakes don't call it "deed"!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt.)

A moth is not a moth in mother
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's does and rose and lose—
Just look them up—and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart—
Come, come, I've hardly made a start!
A dreadful language? Man alive—
I'd mastered it when I was five!

*From a letter published in the London Sunday Times and reprinted
in Beginning to Read, by Marilyn Adams (1994). Only the initials of
the author, T.S.W., are known.*

Welcome to the Tufts Literacy Corps!

You are about to begin an exciting, fun, and enormously important project. As you work in a public school, at an after-school program, or in the Tisch Library, you will learn a great deal about children, learning, and teaching. More importantly, you will form a bond that can change and enrich your life and make a profound difference in the life of a child.

This booklet is provided to guide you through a successful tutoring program. Please read the materials thoroughly before you begin and use them as a resource throughout the year.

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What is the Tufts Literacy Corps?

The Tufts Literacy Corps (TLC) is Tufts' response to the "America Reads Challenge," a grassroots initiative begun during the Clinton administration that enables Federal Work Study recipients to use their financial aid awards to help children in school. Established in 1998, the TLC's goal is to help children become proficient readers, prolific writers, and competent mathematicians. We are dedicated to inspiring children with our own love of learning so that they, too, will know what it means to be transported by a book, connected to others through a poem, and delighted by the ways of numbers.

The TLC's tutoring program pairs Tufts tutors with elementary and middle school children. Students make a year-long commitment and work with the same children throughout the Tufts' academic year, tutoring them in individual 45-minute sessions, twice a week. This year, the TLC will focus on three core programs:

- *Fostering Fluency* is the reading program used by TLC reading tutors to help struggling readers become fluent, understand what they read – and grow to love books.
- The TLC Writing Project begins with poetry and moves on to prose. Its goal is to inspire children to express themselves in writing
- The TLC Math Tutors help elementary and middle school students master school-based mathematics.

In addition to these core tutoring programs, the TLC houses several student-run initiatives, including BookMatch and the Willis Avenue Homework Assistants. BookMatch challenges teams of 4th and 5th graders to read a list of 25 books, before going head to head in a friendly, Jeopardy-like tournament to find out which team has mastered the book list best. The Willis Avenue Homework Assistants visit the Willis Avenue Family Development every afternoon after school, to help children with homework and reading, and to engage them in literacy based art projects.

Our Partnership with Tufts' Center for Reading and Language Research

Since 1998, the Tufts Literacy Corps has served as an "applied arm" of the Center for Reading and Language Research, directed by Professor Maryanne Wolf. TLC reading tutors learn to use an adaptation of the Center's "RAVE-O" program (Retrieval, Automaticity, Vocabulary, Engagement with Language, and Orthographic Fluency) to help young struggling readers read fluently and with comprehension.

Support for the TLC

The TLC is now sponsored by Student Financial Services and the Eliot-Pearson Department of Child Development. Its continuation over the years has relied on generous support from the Jonathan Tisch College of Citizenship and Public Service, the Massachusetts Campus Compact, the Stratford Foundation and the Starbucks Foundation. Our partnership with these funders has allowed us to send tutors into schools during the school day, help children with reading, writing, and math in after-school programs, assist teachers in classrooms, and provide after-school homework help in several low-income family developments. Somerville's Title I office and donations from Scholastic Inc., Waldenbooks, Borders Bookstores, and Barnes & Nobles have enabled us to build a tutoring library, which is housed in the Curriculum Laboratory of the Child Development Department.

Your Role as a Tutor

As you work in a public school or an after school program, you will find yourself in several key roles.

Mentor

Your role as “mentor” may be the most profound part of your work with the Tufts Literacy Corps. In Greek literature, Mentor was the loyal friend and wise adviser to Odysseus (Ulysses); he was the guardian and teacher of his son, Telemachus. As you get to know the children, you will become enormously important to them. They will look forward to your visits and will look up to you. You may well become their “loyal friend and wise advisor.” Although you may not be in a position to give them direct advice, they are likely to see you as a model. For some, you may be the first adult to attend college that they have had the chance to know.

Teacher

You are also a teacher. By working one-on-one with the children, you will be helping them gain the skills and knowledge they need to succeed in school.

Collaborator

To work effectively with the children, it is critical to develop a respectful, cooperative relationship with classroom teachers, principals and vice principals, site supervisors, and your colleagues at Tufts. Within the school, the teachers know the children better than anyone else does. They should be one of the first professionals from whom you seek advice concerning your students.

Representative of Tufts University

Our goal is to build a partnership with Tufts' host communities, so that we can help as many children as possible. To do this, we must maintain the respect of the communities. You are, at all times, a representative of Tufts University in the Medford and Somerville public school systems.

Children do not care what you know until they know that you care.

Guidelines for Working with Children in Schools

- **Be reliable.** Your students will quickly become fond of you and will look forward to your sessions. Teachers, too, will grow to rely on you and expect you to be there for their students. Regular attendance, therefore, is CRITICAL. A contagious illness is the ONLY reason you should ever cancel a session, and this should not happen more than twice during the entire academic year. If you must miss a session, call the school and leave a message for the classroom teacher, who can let your student know about your absence in advance.
- **Come prepared** and leave enough time before sessions to go over your lesson plans before you begin. Pace your sessions so that they use the 45 minutes efficiently, but match the child's speed (i.e. don't rush through things at a pace too fast for your young students).
- **Be friendly and warm but do not hesitate to set limits.** Children must follow school rules when they are with you (find out what they are from the classroom teacher). You, too, should follow the school rules (e.g., don't run down the hall if you are late).
- **Use a collaborative approach** to all activities and tasks you engage in with the student. Take turns reading pages, sorting pictures, spelling words, and so on. This will make the session more fun for the children and will enable you to model the behavior you are seeking.
- **Give the child choices** about what to work on and with, but do not leave the possibilities entirely open-ended. You might say, "Would you like to read *One Monday Morning* or *Going on a Bear Hunt*?" This allows the child to choose from two equally useful books. If you simply ask if she wants to read *One Monday Morning*, however, she may say "no."
- **Reward the children's efforts with praise and applause.** Encourage them when they need it and always remain positive. Learn how to respond by telling your students what they did *right* rather than what was wrong with their answers. Emphasizing the positive does wonders for fostering self-esteem and for making it easier for children to correct their mistakes without feeling like they failed. Example: If a child reads "flap" as "flat," you might say, "Yes! That word has the same 'fla' that you see in 'flat'. Take another look at that last letter."
- **Be patient.** Give the children time to figure out and master the print themselves without being too quick to correct their mistakes. Help them before they become frustrated, however.
- When you meet your student for the first time, use most of the time to **get to know one another** (don't jump into the assessment). It can help "break the ice" if either you or the child (or both of you) bring a favorite book to the session. By reading it to the child and talking about the book as you read, you can begin an informal assessment in a relaxed, low-key manner.

The Development of Reading

From Phonological Awareness to Orthographic Fluency

Reading is a developmental process. Recognizing print rapidly—and understanding what it means—is built on the linguistic and intellectual abilities that begin in infancy and continue through the lifespan. Needless to say, the astonishing process by which we gaze at marks on paper and discover that “reading is a developmental process” or that “Charlotte is a spider” is enormously complex. Despite over a century of research, it is, in many ways, still mysterious.

I. Phonemic Awareness—The Foundation

Before readers can learn and use the alphabetic code, they must realize that words contain phonemes. Phonemes are the sounds within words. They are the /j/, /a/, /m/, which, when put together, say “jam.” They are the /g/ /r/ /ay/ /t/ in “great” and the /oe/ /k/ in “oak.”

Letters and letter patterns are visual representations of these phonemes. The ability to remember that r makes the r-sound and integrate it into a word is built on the ability to hear and remember the phonological structure of words. Without this ability, it is very hard to remember letters and their order within words.

TLC tutors who work with the youngest children will be helping them build a phonological foundation on which to map letters, letter patterns, and words.

The Development of Phonological Awareness:

<i>Infancy</i>	Hearing and differentiating phonemes starts in early infancy.
<i>Preschool</i>	By the time most children are three years old (and often much younger) they play with language by generating silly rhymes. The ability to rhyme reflects an awareness of how word-like units do or do not sound alike.
<i>First Grade</i>	Phonemic awareness, or the ability to hear and analyze phonemes within words emerges at age six, when we begin teaching children to read. It is now widely believed that phonemic awareness develops in the context of reading instruction. Some phonemic awareness is necessary to begin learning to read. However, fully developed phonemic awareness is not a prerequisite to reading. Rather, it is fostered by reading.

Literacy Conventions: The Way Books Work

At the same time as they are gaining the phonological pre-requisites for word recognition, young children also learn many things about print and books that do not rely on phonemic awareness, but which give them an important context for learning to read.

They develop a concept of “words” and “words in print.” Long before they are able to decipher print, preschoolers can recognize “logos.” For example, they can read “Coca Cola” when it is written in the red flowing letters of the Coke Company logo or “McDonald’s” when it appears with the telltale “double arch.” When the words are separated from the visual context and put into print, they are no longer recognizable to the “logographic reader.”

Young children also learn to “read” the book environment. As soon as they develop an ability for representation (i.e., they understand that ideas and images can stand in place of objects and events, at roughly one year of age), children can begin to “read.” As preschoolers become familiar with books, they learn that:

- * The words tell most of the story (not the pictures);
- * Writing moves from left to right; the pages turn from right to left; and
- * Each bunch of black corresponds to a word.

By the time children enter kindergarten, this knowledge of book environments, and their knowledge of language (which is very sophisticated by the time they are five years old) allows them to engage with easy, predictable texts by relying on memory, linguistic cues, rhyming words, and pictures.

II. From Phonemic Awareness to Print

Emergent readers move toward print as they learn the alphabet, master rudimentary symbol-sound relations, and begin to acquire a sight word vocabulary.

Cue reading: (first grade): As children first begin to recognize words in print, they tend to focus on only the most salient letters. This almost always includes the first letter, and often the last letter of a word. It also includes especially prominent medial letters, such as double l's. You can tell when a child is "cue reading" because she replaces words with visually similar substitutes. Examples: "jail" for "jewel" or "little" for "ladle." At first, children's errors usually make sense in context and maintain the syntactic coherence of what they are reading.

Cipher Reading – Using Phonics: As they gain more knowledge of symbol-sound relations and begin to grapple with print more thoroughly, early readers enter a phase in which they become "glued" to the print. They are learning to sound out simple words by blending letters from left to right. Because they are attending primarily to the relationships between letters and sounds their errors are less likely to preserve meaning. Despite the fact that it seems like they have taken a step backwards, because their reading is no longer as meaningful, this is a critical step forward in learning to read.

Children must learn to recognize all letters, and know how to blend them from left to right, to develop "orthographic fluency."

Orthographic Fluency: Sounding out words is a critical ability, but it is not enough. Fluent adults read almost all words they encounter automatically and visually. They use phonetic decoding and words attack skills only on words that they do not know. Although we do not yet know precisely how readers make the transition from phonics-based reading to sight reading, we do know that by second grade, typically developing readers have an extensive sight word vocabulary. By the end of elementary school, they can read many adult texts aloud (although they will not necessarily understand what they are reading).

We also know that automaticity is not enough. Many struggling readers recognize words automatically, but slowly. Research shows that efficient comprehension is related to the ability to recognize letter patterns and whole words fast, and not merely automatically. Automaticity and reading speed are a major focus of the work currently done at the Center for Reading and Language Research.

How TLC Tutors Help Children with Reading

TLC tutors help children with reading in several ways.

Fostering a love of books

Bringing children into the world of books lays the foundation for literacy. By the time they have reached the third grade, many struggling readers have experienced a great deal of frustration. They may hate to read because it is so hard for them to decipher the words. Even when they do learn to decode, children who have trouble with reading do not necessarily see books as a source of pleasure or reading as “a journey to new places.”

Helping children recognize print quickly and efficiently

Although a love of books is key to literacy, it does not teach children to decipher print. At Tufts we are convinced that with adequate training and supervision, college students can teach children many of the skills they need to become proficient readers. Our second goal is to help children recognize print quickly and efficiently.

To do this, you will be provided with a variety of techniques. Some are “tried and true” methods that have been used by reading teachers for decades. Others are much newer and are the outgrowth of research conducted at Tufts’ Center for Reading and Language Research, which is directed by Child Development Professor Maryanne Wolf.

Teaching reading comprehension and equipping children with strategies they can use independently as they develop as readers

In *Mosaic of Thought*, Ellen Oliver Keene and Susan Zimmermann write that immersion in a book is like a “journey in one’s mind.” Recognizing print is not enough. Readers must enter into a dynamic relationship with books—ask questions, answer questions, visualize what they read, grasp the main points, and recognize when their reading is no longer making sense to them. A critical part of the TLC curricula addresses reading comprehension.

Assessment

Assessment is key to tutoring. It reveals what your student knows, what she needs to know more of, and how she learns best.

Assessment is also important for program evaluation. In addition to the techniques you will use to guide your tutoring, you will be administering two brief test batteries, one at the beginning of the tutoring year and the second at the end of the year. These tests will provide information about your students and will also help us evaluate the overall effectiveness of the TLC tutoring program.

What to teach?

Although some non-readers are referred to the TLC, most children in our program are reading – but are reading below grade level. They can usually sound out words and they often know many words by sight. Still, there are significant gaps in their knowledge of symbol-sound relations, and they frequently lack adequate word attack skills. Many of our children do not expect books to make much sense, so they do not “read for meaning.”

During the first month of tutoring, you will be getting to know your student and deciding on a tutoring agenda. Your diagnostic work begins as you administer the tests in your assessment packet (beginning in the second session).

The packet includes tests that measure the cognitive skills that underlie fluent reading – phonemic awareness and naming speed. A list of common orthographic patterns (Can you Read These Words? Can you Read Them Fast?) will help identify gaps in your students’ knowledge of simple print patterns. The packet also includes an informal reading inventory, which will highlight your child’s “instructional reading level,” give you a beginning understanding of her strengths and weaknesses, and help you choose books for tutoring.

Formal testing is only a part of your diagnostic work. As you read aloud with your child, you will have the chance to observe far more about her “reading style.” Does she skip words that she *could* read if she slowed down? Does she correct errors that disrupt the meaning? Over time, you will become familiar with the kinds of “reading behavior” that serve her well, and patterns that challenge her progress. Furthermore, these patterns may change as she makes progress. Teaching is an on-going process of evaluation, teaching, and re-evaluation.

Reading Aloud with Children

There are many ways to read aloud with children, and many ways to enhance their engagement with the material as you do so. Fluent reading involves the ability to read aloud smoothly, with expression, and comprehension. Several methods for helping children gain fluency are outlined below.

Collaborative Diagnostic Oral Reading

In “collaborative oral reading” the tutor and child take turns reading aloud. This enables the tutor to model fluent oral reading for the child. As you take your turn, therefore, be sure to read somewhat slowly, with expression, paying careful attention to punctuation. If taking punctuation into consideration is a challenge for your student, be sure to stop at points along the way, showing the child what you did when you came to a period, question mark, or exclamation point.

Integrating word recognition with meaning during oral reading

As the child takes her turn to read, she will probably encounter unfamiliar words (if she struggles with more than 5 words in 100, be sure to find an easier text). Allow only a minute or two for working out new words during oral reading. If a word is a significant challenge and your child needs substantial help analyzing it, tell her the word, write it down on a note card, and let her keep reading. Staying connected to meaning is the key when reading meaningful texts. Taking too long to figure out a particular word can interfere with comprehension.

After you have completed your oral reading session, go back over the words you collected and help the child analyze them (see the section on word attack strategies). Then, put the words in your student’s word box and review them in subsequent sessions, until she recognizes them automatically.

Shadow Reading

Shadow reading involves having the child read with an adult, or with a tape-recorder. It can be enormously helpful for children who have a great deal of instruction in symbol-sound relations and who are good at phonetic decoding, but who seem to be stuck there. They read slowly, seeming to sound out more words (often mentally) than they recognize automatically.

Automatic sight word recognition develops as children repeatedly encounter words in print. The more times a reader sees a print pattern (or word) the faster he recognizes it.

Shadow reading provides an opportunity for children to see print at the same time as they hear it. For some children, this fosters fluency. It immerses them in text so that they gain reading experience not easily accessible when they rely on their own labored decoding process. It allows them to integrate the many skills they have been taught and use them in the context of oral reading.

For a fuller picture of this approach, read the article by Carol Chomsky included in this packet.

Reading to Children

At times, it can be enormously beneficial to simply read to your student. This may be especially true when working with older children, who are reasonably fluent but disconnected from books and their meaning. Working with your student to select a short novel that will engross her, and then reading it to her, may give her the chance to experience (possibly for the first time) the joy of getting lost in a story.

A few suggestions for helping children recognize challenging words in context:

- First, do nothing. Give your student a chance to solve the problem for herself. Observe the strategies she uses to do so.
- Have her use the text meaning. "Let's try reading to the end of the sentence. It might make it easier to read this word."
- "Take a look at the first letter(s). How will this word begin?"
- "Do you see anything you could 'peel off'?"
- "'He hit the ball so hard it *cleaned* the outfield and soared over the fence.' Does that make sense?"
- "Does that sound right to you?"

Phonics and Automaticity

Research shows that efficient print recognition relies on BOTH knowledge of phonics AND on orthographic fluency.

PHONICS involves symbol-sound relations. It is the ability to examine a word and generate its sounds by blending letters from left to right.

ORTHOGRAPHIC FLUENCY involves automaticity when letter patterns and words are recognized immediately by sight. It also involves speed, the ability to recognize words fast. (Fluent adult readers recognize almost every word they encounter automatically and extremely quickly.)

PHONICS	AUTOMATICITY
<p>Phonics Rule: Silent e rule, c rule, g rule “Vowel Alert” (vowel combinations)</p>	
<p>Word Attack Strategies</p>	
<p>Games/Activities to Reinforce Symbol-Sound Relationships</p>	<p>Games/Activities to Foster Rapid Print Recognition</p>
<p>Bingo Memory Go Fish What’s My Rule? Sorting</p>	<p>Slap! Minute-Matches Sliders Dice Push Cards/Poker Word Boxes Word Races</p>

Teaching Phonics

If you are working with a third grade reader who is not reading fluently, it is likely that she does not yet recognize all letter patterns and sight words rapidly and automatically. Children who lag behind their peers in reading development can become efficient, fluent readers. However, to automatize letter patterns and sight words, they need many more exposures to those patterns than do normally developing readers. Unfortunately, because poor readers generally dislike reading, they don't do it much for pleasure. Consequently, instead of getting the additional practice they need to remain at grade level, they get less experience with print than their peers—and tend to fall further and further behind.

A major challenge this year will be finding ways to provide your students with the additional practice they need. Use the following principles and activities to guide your work. Remember, they are meant to provide you with a resource, not a recipe for tutoring. Use the ideas—but feel free to adapt them in ways that meet the needs of your students.

Helping Children Sound out Words

“Phonics” involves translating print into sound, understanding the ways that letters work together, and blending letters from left to right to sound out words. The fact that we read print from left to right is key to helping children analyze new words. Teach your students to sound words out from left to right. For small, relatively simple words, this is straightforward:

jam: Model for the child by finger pointing while drawing out each sound. Remember, because it is important to help children stay connected to meaning while they read, lengthy word analysis should be saved for the “word study” portion of your tutoring, or until after the oral reading session.

Phonics Rules

Although teaching children numerous phonics rules is not a good idea, there are a few rudimentary rules that can help them master print. These are:

- *the silent e rule*: In words that have a vowel followed by a consonant and an e, the e is silent and the vowel “says its name” (e.g. cape, dice). There are many ways to present this rule to children. Some people call it the “magic e,” which waves its wand over the “short vowel” and transforms it into a “long vowel.” The “e-bp” is a more aggressive variation, in which

the e jumps over the consonant, bops it on the head, and says, "Say your name! Say your name!"

- *the soft c rule*: When c is followed by an i, e, or y, it says /s/. Followed by any other letter, it says /k/.
- *the soft g rule*: When g is followed by an i, e, or y, it often (but not always) says /j/. Followed by any other letter, it always says /g/.

Stories to illustrate the soft c and g rules were written by Corinne Bonvino (Tutor, 1997-1998) and illustrated by Amy Dash (Tutor, 1998-1999) "C and G Cards" are included in the back pocket.

- "*vowel alert*": In the vowel combinations oa, ea, ai, and ee, the first vowel "says its name."

First grade teachers often present this rule to children by telling them that "when two vowels go walking, the first one does the talking." Feel free to use this rhyme, but make sure to explain what it means to your student. Also, keep in mind that the rule only refers to oa, ea, ai, and ee. It does not include vowel combinations such as ou, oo, or au.

Phonics Games

You can design any type of game or activity you like to reinforce phonics lessons. The purpose is to give the student a chance to learn letter patterns and phonics rules by applying them within the context of the game. Since letter-sound associations are not particularly interesting, games will be most successful when they are fun for the child.

Remember to play games collaboratively. If a game involves a leader, give the child a chance to lead. Try variations on games such as Bingo, Memory, or Go Fish.

Bingo

Design a bingo game by preparing a board (either 3x3 or 4x4) and selecting enough words from the back to write in each box. You and the child can share the task of selecting the words and writing them in the boxes. Shuffle the word cards and turn them face down. The "caller" draws a card and names it, and the player with that word on his board covers it up (you will need something, such as pennies or small bits of paper, to cover the words). Three or four in a row wins the game. Switch roles and play again.

Memory

Memory games should consist of 4 or 5 paired cards. For emergent readers, the pairs should be whole words and should represent only one rime pattern. If you are working on vowel digraphs, for example, you may decide to use the rime, "ain" and include the words: rain, main, chain, and brain. A slightly more complex version of the game includes related rime patterns: chain and brain, mail and sail, wait and gait. You and the child take turns turning over the cards. Turning over two of the same card earns the player the pair. Whoever earns the most pairs wins (don't forget that the winner should almost always be a child).

Go Fish

Create a deck of cards with pairs of words that use target rime patterns (e.g. toast and roast, ledge and hedge.) Underline the target spelling pattern in each word. (Feel free to draw pictures of the words, if you are so inclined.) Take turns asking one another for words in the "oast" family, for example, or words like "edge." When a player does not have the requested rime pattern, the asker "fishes" from the pile. The greatest number of pairs wins the game.

What's My Rule?

Have the child watch while you sort words into two piles. Place words that follow a particular phonics rule in the "in" pile and words that do not follow this rule in the "out" pile. The child wins when she guesses the pattern or rule.

Example:

In: rage, gypsy, gem, George, sage, huge, giraffe

Out: gone, group, cane, gape, raisin, rabbit, mix

Word Hunts

Children can hunt through previously read material to identify words with target letter patterns.

Word Analysis Through "Words Sorts" (Johnston, Juel, and Invernizzi, 1998)

Children can be taught a great deal about print by comparing and contrasting words according to both sound and spelling.

Sorting by sound: Lay out two cards with target sounds (e.g. an a and an i). Then lay out 15 (or so) pictures of objects that contain the sounds and have the child sort the pictures according to sound. Underneath the a and an I, for example, you may have pictures of a bat, a hat, a pig, a fish, and so on. The child's task is to put the bat and hat underneath the a, and the pig and fish under the i (picture sorts can be checked out of the TLC materials library in the Curriculum Laboratory).

Sorting by pattern: After picking up the pictures, lay out the words that go with them (i.e. if there was a "pig" in the picture sort, now include the word "pig" in print). And have the child sort according to spelling.

Categorizing and subcategorizing: You may choose the key words "pan" and "pail" and ask the child to sort words into those with short a sounds and those in which the a "says its name": ramp, track, camp, mast, cane, grape, tame, train, pain, date, mail grain. After he has completed this initial sort, he can then create subcategories according to spelling pattern (i.e. divide the long a words into those with a silent e and those with an ai).

Don't Forget to Write!

Writing is an important route to reading. Remember to include it in lessons that address symbol-sound relations. For example, a great way to give your student practice with words and spelling patterns is to take turns taking dictation. First, you tell him something interesting about your life while he writes it down (be sure to include target words in your account). Then he takes a turn to tell you what to write.

Word Attack Skills

Although beginning readers can sound out simple words by blending letters, this approach is not an efficient way to decipher more complex words. Readers must also acquire “word attack” skills, or knowledge and strategies for analyzing new words.

Teach words attack strategies. Although third grade students will probably not have trouble with words like “jam,” they are almost certain to need help with multi-syllable words. There are many ways to help children learn to analyze multi-syllable words. Here are some “rules of thumb” to make your task easier.

1. Make sure your students know that words can be analyzed. Children who struggle with reading have not always been successful when they try to take words apart, and their first approach may be to skip the word, or to mumble. Let them know that troublesome words can be tackled and deciphered, and that you are there to help them do it.
2. The idea of “peeling off” beginnings (e.g. re, un, and mis) and endings (ing, ed, ment, tion) can be an effective starting point. Often the question, “Do you see anything you can peel off?” can be the pointer a student needs to decipher a difficult word.
3. Some reading teachers like to have children look for smaller words within a word (e.g. the ‘and’ in ‘hand’).
4. Many multi-syllable words fit four structural patterns: 1. they are compound words; 2. they can be divided between double consonants; 3. they can be divided between two consonants; 4, they can be divided between the initial vowel and a consonant, so that the vowel is long (or “says its name”).

Visual Word Attack Strategies

In 1999, TLC tutor Abbie Allanach designed a strategy board, which can be used to help your students choose the attack strategy that is most applicable to a particular troublesome word. (The board is included in your Fostering Fluency packet.)

Word attack strategies help children break words into parts so that they are easier to read. Many words can be divided according to one of four patterns:

- **2 Smaller Words**

The word is a compound word, and is made up of two smaller words (rainbow, baseball, doorknob).

- **Twins**

These words have identical consonants (twins) and can be split apart between them (rabbit, silly, happy).

- **Siblings**

Siblings are related but not identical. The words in this category naturally break apart between two consonants (splendid, trumpet).

- **Cousins**

The relationship between cousins is not quite as close as siblings. "Cousins" are most easily divided between a short syllable that ends with a vowel, and a consonant. The vowel "says its name" (spider, tulip).

Remember: Once you have helped the child to scrutinize a problematic word, always go back to the beginning of the word and have the child blend its letters and parts from left to right.

RAVE-O/TLC: An Adaptation of RAVE-O for Tufts Literacy Corps Tutors

Rave-O (Retrieval, Automaticity, Vocabulary, Engagement with Language, and Orthographic Fluency) was designed and researched by Professor Maryanne Wolf and her colleagues at Tufts' Center for Reading and Language Research. Funded by the National Institute of Child Health and Human Development (NICHD), the Tufts Reading Center spent ten years designing and researching a reading program that embraces the psychological and linguistic complexity of the reading process.

RAVE-O draws on several bodies of research. In part, it is based on studies showing that readers naturally break syllables into two primary parts: the "onset" and the "rime." A word's onset is the consonant or consonant blend that begins the word. Its "rime" is the part that looks and sounds like other words in the same "word family" (for example, the rime, "at" belongs to the word family that includes "cat," "mat," "sat," and "flat"). According to the theory, a syllable's onset and rime are coherent psychological units. Although readers can readily separate onsets from rimes, it is much harder to break either the onset or the rime into phonemic parts (Adams, 1991).

Onset	Rime
c	ap
c	at
fl	at
br	ight
cr	unch

RAVE-O is also an outgrowth of the research on retrieval and automaticity conducted by Professor Wolf and others. It is designed to complement explicit phonics instruction by emphasizing word recognition speed. It is not enough for children to learn symbol-sound relations or blend letters from left to right (although these are critical parts of reading development). In addition, readers must recognize letter patterns and words *automatically* and *fast*.

RAVE-O is based on “connectionist” models of the reading process, which suggest that what a word looks like in print, its sound, and its meaning all contribute to the reader’s ability to retrieve that word from memory. The more someone knows about the sight, sound, and meaning of a word, the more easily she will retrieve the word from memory. To foster word recognition speed, RAVE-O helps children connect key orthographic patterns to *meaning*.

Applying RAVE-O

RAVE-O (and other “word family” approaches) work with the “sublexical units” contained within words. Thinking about words this way may take some getting used to. “Common sense” often leads in another direction. For example, children with reading problems tend to find vowels especially difficult. When we learn that a child has trouble with even simple words, such as “cap,” because he confuses the sound “a” with the sound “e,” it is tempting to break the task into its smallest parts and drill him on each letter.

Don't do this. To ask a struggling reader to remember the sound of an isolated “a” may be asking him to lean most heavily on the very thing that causes him so much trouble. Instead, present him with words and show him how to break them into “starters” and “rimes.”

Explain that even short words, like “jam,” can be broken into two parts.

Tutor: *The “j” is the “starter” because it is a consonant that starts the word. The “am” is the rime because it looks and sounds like other words. Can you think of any words that sound like jam? Yes! ‘Ham’ and ‘wham’ do sound like jam. When we write them down, you can see that they also have the same “am” that you see in jam.*

When you find that your student is having trouble with a particular rime pattern:

1. Choose the matching lesson from the Fostering Fluency sequence of lessons.
2. Present it to the child:
 - a. Write the onset and rimes in different colors.
 - b. Read the word to the child and show her how the word can be broken into its “starter” and “rime.”
 - c. Model the way it can be sounded out, by blending the letters from left to right.

tr	ain
----	-----

Tutor: *This word is 'train.'* Which is the starter? Right! It's the tr that says /tr/. The "ain" is the rime, and it says /ane/.

3. If your student is completely unfamiliar with the rime pattern, make a word web (see pages 25-27 for instructions). If she is familiar with the pattern,
4. Work with the child to generate the word's meanings. A good way to start the conversation is by asking, "What comes to your mind when you hear the word, "train"? If she suggests a definition represented on your set of pictures, show her the picture and write the definition on the back (If you don't have a picture, have the child draw one for each meaning). Bring in additional definitions by telling the child what comes to your mind. "Another thing comes to my mind when I hear the word 'train.' I also think of a long, white train that trails behind a bride on her wedding day."
5. Ask the child to put the word into sentences to practice each of the meanings.
6. "Wordstorms." Generate (with the child) other words in the same rime family. Record them on notecards and add them to the Word Box. Review them periodically with your student.

When Words Sound the Same and Look Different

As your student generates words, she is likely to include some that sound the same as your target pattern, but are spelled differently. When asked to think of words that sound like "hoop" for example, she may say, "soup." If this happens, write both words at the top of a sheet of paper and explain that /oop/ is sometimes spelled "oop" and sometimes "oup." Continue the "wordstorm," telling her how each new word is spelled, and letting her write it in the appropriate column.

Follow-Up Session

1. Review the target word.
2. Present the child with TWO words from the supplementary list, included on the Fostering Fluency sequence (as part of your preparation for the session, make sure you know the words' different meanings). Write the new words and their meanings on note cards and keep them with the original, target word.
3. Ask the child to read the list of words you generated in the initial session.
4. Play a game to reinforce the pattern.
5. Keep the cards in the child's word box, and continue to review the words in subsequent sessions. A good way to review words without making the process tedious is to continue including them in games, even after you have moved on to other patterns.

Word Webs

RAVE-O is based on the principle that the better we know a word – what it *looks* like, what it *sounds* like, and what it *means* – the more easily we can read it. Print that is well known, or related to something well known, can be recognized. If a child is very familiar with “jam” and its many meanings, she is more likely to recognize the “am” in “ham,” “slam” and “Cam Jansen.”

The purpose of webbing is to link target orthographic patterns to meaning by fostering rich, thorough vocabulary knowledge.

To Web a Word

1. Tell the child that one of the *amazing* things about words is that the same word can have many different meanings. It's like magic! Take the word out of one sentence, put it in another, and *presto!* It's a new word.

Use the example below to illustrate the point. In your session, copy the sentences down on a piece of paper, leaving a blank where “jam” will fit. Insert the word in each sentence and discuss its meaning with your student.

Jam

She spread the sweet, sticky **jam** across her bread.

The traffic **jam** made them an hour late for school.

Donna and Sam took their instruments to Dan's house to **jam**.

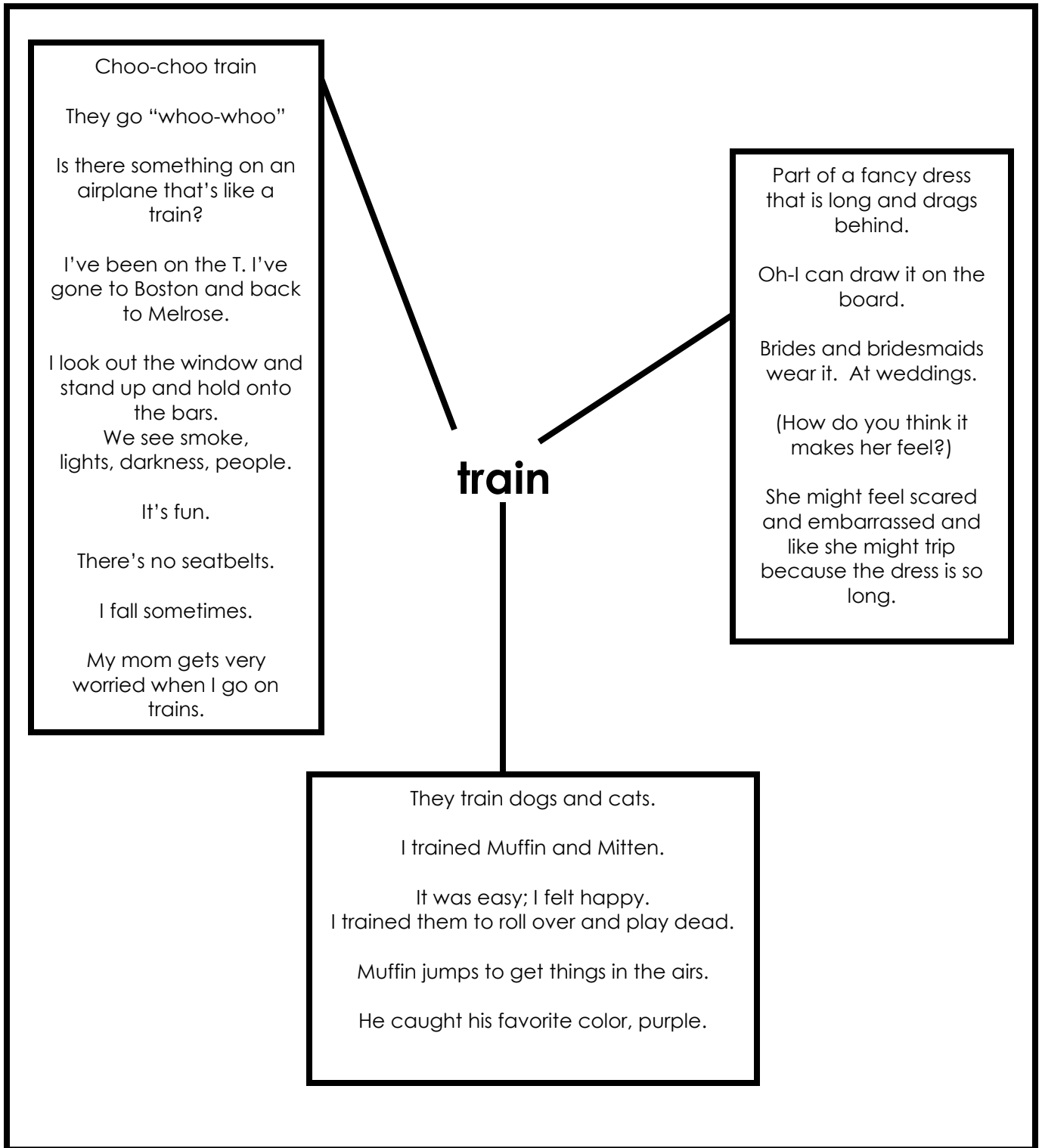
2. Write the target word in the center of a large sheet of paper and present it to your student.
 - a. Write the onset and rimes in different colors.
 - b. Read the word to the child, and show her how the word can be broken into its "starter" and "rime."
 - c. Model the way it can be sounded out by blending the letters from left to right.
3. Ask your student what she thinks of when she hears that word. Write her answer down *verbatim* (assuming that it is correct) and use it to begin your web.
4. Ask the child to tell you everything she knows about her definition. Try to include questions about sight, sound, smell, taste, and touch. Ask about the word's function. Most importantly, ask about the feelings it may elicit for her. Write down everything your student says, including the personal information that brings the word to life for her.

Tutor: *What do you know about trains? Have you ever seen one? What did it look like? Sound like? Smell like? What are they made of? Have you ever touched one? What did it feel like? Have you been on a train? What was that like? Oh- your brother fell on the train and cut his head? Let me write that down too...*

5. Repeat the process with each of the word's definitions.

Again, feel free to use pictures to support the process. Use props, too. When a definition is outside a child's experience (e.g. your student may never have encountered the "train" of a fancy gown), it is especially helpful to bring in props that help concretize the word and make it real.
6. Copy the word onto a note card and add it to the word box.
7. Review the words in the following session and speak briefly with the child about its many meanings before going on to discuss the other core words.

Example of a Word Web



Activities and Games to Foster Automaticity and Speed

The RAVE-O program was designed with the knowledge that readers must do more than decipher print and sound out words. They must also recognize print patterns immediately and fast. The following activities are designed to help students gain automaticity and speed.

Words Boxes

The words your student is working on or knows will be put into a word box. To put one together, you will need a set of note cards (3x5) and a baggy or a shoebox to keep them in (feel free to let the child decorate the box you are using).

In on of the first sessions, tell the child you are going to collect words. There are 3 types of words: words that she can read very fast, words that are medium fast, and words that are still very, very slow. Have her think of three types of animals to represent each category. As words come up in the session they will be added to the collection. The goal is to make sure that every word eventually gets into the face category (you can set up a reward for every 50 words that make it into the fast group).

Words for the word box come from several places:

Instant Words: Sight words can be initially taken from the list of “instant words.” Start the words bank by having the child read the first few words on the instant word list. Put the words he knows in the fast category. This allows your student to succeed from the start and begin to accumulate a collection of words that he knows instantly. According to Edward Fry, the first 25 words on the list make up about a third of all printed material. The first 100 words on make up about half of all written material and the first 300 make up about 65% of all written material. If you are working with an early reader, try to cover the list by the end of the school year by having him read about ten words a day and adding those he does not know to the word bank (to keep him feeling successful, you add some words he does know as well).

Oral Reading: Words that give the child trouble during oral reading are a major source of word box words. When a reading error presents a letter patter or word family that the child does not yet know, add both that

word to the box and several words in the same family. Suppose, for example that the child has trouble with the word, “could.” In addition to adding “could” to the word box, add “should” and “would.” (Note: Add only the root word to the box.)

Play with the words: As the word box grows, play games with the words to help the child learn them. For example, you might lay them in front of the child and have her:

- Pick up all words that contain an ight
- Pick up words that rhyme with “wait.”
- Pick up words that start with “str”

After she has picked up a group of words, give her time to study each word. Then have her turn them over and spell them back to you. You might continue by having her generate more words that sound the same, and find out if they have the same spelling pattern (see the instructions for sorting out homophones).

Games/Activities to Foster Automaticity

Unlike phonics games, which can proceed as slowly as necessary and give the child time to think, automaticity games and activities are intended to provide practice recognizing print fast. The content of these games should be words and rime patterns that the child knows (but does not necessarily recognize quickly).

Word Races: After the words have made it to the fast category, children can learn to read them even faster by practicing them in the form of “word races.” A word race is a list of words that the child reads multiple times in an effort to beat his own best time (you will need a stop watch to do this one).

Put each 10 words moved to the fast category into a word race by neatly printing them on the Word Race forms included in the Appendix. Use the stopwatch to time the child as she reads the column, and write each time in the space provided. Remember to applaud your student’s accomplishments each time she reads (“Yes! That was so fast! You read all those words in less than a minute!”)

Timed Repeated Reading: Pick a paragraph your student has read and understands, and have her practice reading it as fast as she can – and still read with expression. Re-reading a passage many times helps students

build fluency. Racing while maintaining expression should be a challenge that will make both you and your student laugh. Score sheets for “timed repeated reading” are included in the back of this packet.

Timed Word Hunts: Time the child while she hunts for target rime patterns in a word list that you create.

ight				
light	home	mop	yellow	bright
flower	tight	plot	eat	right
school	lunch	fright	flight	which
down	dog	rainbow	dish	mighty
night	town	swim	plight	slight

Onset/Rime Games: Research teachers at the Center for Reading and Language Research use several game-like formats to help children practice onset-rime combinations. These include:

Dice: Using the labels and wooden blocks, create a set of RAVE-O dice. The left die includes target onsets (e.g., consonants and/or consonant blends). The right one displays no more than TWO rimes (e.g., am and ap).

Slap: Put together a deck of word cards that represent the rime patterns the child is working on (if you use the words in a word box, make sure there are many words that represent each target pattern). Select the target pattern, write it down, and place it on the table for reference (you and the child should be sitting side by side). Then divide the pile of cards in two and take turns turning over one card at a time. Whoever slaps a word with the target pattern first wins the pile. Try to keep the game moving fairly quickly. It makes it more fun and requires the child to be actively involved.

Spelling

Spelling is important for several reasons. First, the ability to spell most words makes it much easier to write. Writers must coordinate a complexity of processes, including the ideas they are trying to express, grammar, punctuation, spelling, and handwriting. The more they can do automatically (like spell) the less they have to think about mechanical details and the more they can devote their attention to the content of writing.

Research shows that spelling also reinforces word recognition. Although readers can recognize words they may not be able to spell, they can usually read the words they know how to spell. Spelling, therefore, is a route to more efficient word recognition.

Helping Children Think About Spelling

When children are writing, it is best to encourage them to ignore spelling and think about content until they have a first draft. This allows them to devote as much attention as possible to the ideas they are trying to express. Later however, you may want to help your student correct spelling errors by using a method like the one outlined by Christine Johnson.

What to do When You are Spelling a Word

By Christine Johnson, TLC Tutor 1997-98

1. Say the word aloud or silently a few times.
2. Listen to all of the sounds that you hear in the words.
3. Break up the words as you say it to help you hear its sounds.
4. Notice the first sound and write it down.
5. Notice the second sound and write it down.
6. Continue this for each sound in the word.
7. Look at the word. Does it look right?
8. Make changes if it does not look correct to you.
9. Use a dictionary later to check the spelling.

Start by asking the child to think about the sounds in the word. Questions such as, “What’s the first sound you hear in that word?” can help your student get started. Help her represent each of the word’s sounds, and then ask her to look at the word. Does it look correct? If not, what might be another way to represent that “long a” sound. Help her represent each of the word’s sounds, and then ask her to look at the word. Does it look correct? If not, what might be another way to represent that “long a” sound (for example)? Children are often quick to differentiate between correct and incorrect spellings when they see them in print.

Visual Spelling Charts

When important words are misspelled in your student’s writing, try presenting them to him on a “visual spelling chart.” You write the word in the left-hand column. After copying the words in the middle column the child “writes” the words in the air, carefully visualizing each letter and its place in the word. Then he folds the paper so that he can no longer see the model and writes the word from memory. Ask him to spell it again in subsequent sessions. When he spells it correctly five times, cross it off the list.

“Spelling Demons”

According to Fry and Kress (2006) those who study children’s spelling errors have repeatedly found that a relatively small number of words make up a large percentage of all spelling errors. A list of these words, taken from *The Reading Teacher’s Book of Lists*, is included in the Appendix.

Reading Comprehension

Some of you will be working with children who read fluently—but without much interest in or understanding of what they read. They may tell you that they don't like to read, and that they do not have any favorite books.

Your challenge is to bring literature to life for them. By teaching children strategies to enhance their comprehension, you can show them that reading is like a “journey in their mind.” If you can connect them to texts, you can help your students experience, possibly for the first time, the wonder of reading.

Extending Books Through Art, Drama, and Projects

There are countless possibilities for creating projects that will foster children's involvement with books. As a tutor, you will draw on your own interests and talents, as well as your knowledge of the children's interests and strengths, to find ways to help them become involved in books. Feel free to turn a chapter into a play, and take turns reading it out loud; have your student take on whichever roles she likes, and let her rehearse it using different kinds of voices and emotions. Or design an art project.

Modeling the Strategies Good Readers Use

One way to help children become more effective readers is to model the thought processes good readers use to understand texts. This approach is discussed thoroughly in *Mosaic of Thought* (1997) by Ellen Oliver Keene and Susan Zimmermann. Feel free to check a copy out of the TLC library. It is fascinating reading. If you do not have time to read the entire book, take a copy of Chapter Six, “Delving Deeper with Questions.” Questions are key to comprehension, and many of the ideas discussed throughout the book are included in this chapter.

As discussed in *Mosaic of Thought*, proficient readers monitor their comprehension as they read. They know when the text they are reading makes sense, and they know when they're not “getting it.” When their comprehension is, for any reason, disrupted, good readers use a variety of strategies to reconnect to texts.

Becoming deeply immersed in texts goes hand-in-hand with active, effective comprehension monitoring. Comprehension strategies, whether they are

conscious or unconscious, are necessary tools for entering the world of print. As you work with your students this year, focus on the following strategies.

Strategy One: Asking Questions

Asking questions helps readers maintain comprehension. When comprehension is disrupted for any reason, asking the right questions can lead to an effective “patch-up” strategy.

- What does that word mean? (vocabulary)
- What is a hogan? (background knowledge)

Asking questions also brings readers to increasingly deep levels of understanding. The question-asking process, as well as the process of generating answers to those questions, is central to making meaning out of texts, especially complex texts.

- What is going to happen next? (prediction)
- What did the character mean when she said that? (interpretation)
- Do “the dark mountains” represent only physical blindness? Or do they symbolize the experience of everyone, including those of us who can see with our eyes? (interpretation)

The Broadest Question of All: “Why don’t I get this?”

The reason why a text is incomprehensible may not be immediately clear. Your most important task may be to help your student recognize when she does not understand. Students who are not well connected to books may not expect them to make much sense. For them, it is an enormous achievement to stop and say, “I don’t get this.” The next question is, “Why not?”

You and your student can explore this together. Finding the answer will draw on your skill as a sleuth.

- | | |
|-------------------------------|--|
| • <i>Vocabulary</i> | Does the author use words that the child does not understand? |
| • <i>Background Knowledge</i> | Is the text about something that is out side of the child's experience and frame of reference? |
| • <i>Syntax</i> | Is the book written in long, complex sentences that are difficult for the child to follow? |
| • <i>Format</i> | Is the book written in a format that the child has not seen before? |
| • <i>Writing Quality</i> | Does the text actually make sense? Is it written in a comprehensible way? |

The following picture books are especially well suited to teaching children about questions.

- Olivier Dunrea, *The Trow-Wife's Treasure*
- Bill Martin Jr. and John Archambault, *Knots on a Counting Rope*
- Leo and Diane Dillion, *To Everything there is a Season*
- Chris Van Allsburg, *The Stranger*
- Molly Bang, *The Gray Lady and the Strawberry Snatcher*
- William Mayne, *The Book of HOB Stories*

Strategy Two: Making Connections

The more your students can relate the books they read to themselves, the more meaningful they will find them, and the more likely they are to become engrossed in reading. Teach them to create personal meaning while they read by modeling the way you do it yourself.

Text-to-self connections: "You know, reading about how Sarah felt reminded me of when I was in the third grade and went to a new school. The teacher had me stand up in front of the class and say my name and where I had moved from, just like Sarah had to do. My knees felt like jelly, I was so scared!"

Text-to-world connections: "Eleanor Estes' description of a 'bright blue day' reminds me of the kind of autumns we often have right here in Somerville. Sometimes the sky is so incredibly blue, and children's clothes really do, 'catch the sun's rays like bright pieces of glass.'"

Text-to-text connections: "This girl reminds me of Cinderella. It's the same kind of set-up. She has a stepmother and stepsisters who are mean to her and make her do all the housework."

Learning about Written Language

Drawing Inferences

Sometimes writers do not make their points directly. Instead, they offer the reader information, and let the reader connect that information to what he or she knows about the world. Take the following paragraph for example.

It was hot and dusty, and the woods that surrounded the Crossing were still mostly green, but some of the trees were touched with red or orange or yellow. I hadn't seen much beyond those woods and the town of Mayfield Crossing. None of us had.

This passage, which marks the beginning of *Mayfield Crossing*, by Vaunda Micheaux Nelson, never states that it is autumn. Nevertheless, we know it is because we link the passage to our knowledge of the seasons; we INFER from the information provided that it is fall.

Making Predictions

Because this is a children's story and is about children, our inference may lead us to PREDICT that the story will take place in school, since children begin their school year in the fall. A prediction is a kind of inference. Good readers use clues in the text to make guesses about what is coming next in a story.

Story Elements

All stories (for children) have a beginning, middle, and an end. They also have the following elements:

- Characters
- Problem
- Plot
- Setting
- Theme

The best way to teach children about story elements is by examining them in a published story, and by writing. Start with a story. Pick one element to focus on during a particular lesson, and read a story that illustrates it well. Talk about how the writer accomplishes his or her task. (Remember not to drill your student by asking one question after another.) After you have read the story, share information with the student by drawing his attention to important parts of the text.

Tasha Basked (tutor, 1997-1999) designed a reading comprehension game that can be used to teach your students about these story elements (feel free to check a board out of the TLC library.)

Using Books about Important Social Issues as Vehicles for Reading Comprehension

In the spring of 1999, tutor Maura Johnson and her fourth grade student at the Powder House School in Somerville read *The Hundred Dresses* by Eleanor Estes. Maura had struggled all year to find a book that would engage this girl's interest, generally without success. The theme of bullying in this book riveted this girl, and she became engrossed in reading and discussing the story.

During the summer of 1999, Lauren Maggio, Christina Lembo, Abbie Allanach, and Dr. Krug reviewed a set of books that address similar themes and discussed ways that they might be used to teach reading comprehension.

Each of the novels listed below address the issue of bullying in some way. In some, the main character is challenged to act on his or her beliefs, despite social conventions. In *The Hundred Dresses*, for example, Maddie struggles with her own social fears as she watches her best friend taunt a child in their class. In *Mop, Moondance, and the Nagasaki Knights*, by Walter Dean Myers, T.J. has to decide what do when he finds out that the bully on his baseball team is homeless. Winnie, in Judy Blume's *Iggie's House*, finds herself at odds with her parents when a black family moves into her neighborhood.

A somewhat different challenge presented in these stories involves compassion and understanding. In *Under the Bridge*, Jamie's relationship with the class bully is transformed when they learn more about one another. Despite his endearing short-sightedness with regard to his own limitations, T.J. (*Mop, Moondance and the Nagasaki Knights*) reveals an uncanny ability to understand people that guides his decisions.

- Eleanor Estes, *The Hundred Dresses*
- Judy Blume, *Blubber*
- Judy Blume, *Iggie's House*
- Betty Bao, *In the Year of the Boar and Jackie Robinson*
- Ellen McKenzie, *Under the Bridge*
- Walter Dean Myers, *Mop, Moondance, and the Nagasaki Knights*
- Baunda Nelson, *Mayfield Crossing*

The Hundred Dresses

By Eleanor Estes, Illustrated by Louis Slobodkin

The Hundred Dresses is told from the viewpoint of Maddie, an elementary school student whose closest friend, Peggy, leads the other girls in bullying a Polish immigrant. When Wanda Petronski tells Peggy that she has a hundred dresses in her closet at home, Peggy begins an ongoing “game” in which she and her friends repeatedly taunt Wanda for what is obviously not true. Maddie is uncomfortable with the game, and the story is largely about how she comes to terms with her own feelings and actions.

Questions

The story is *The Hundred Dresses* is told with considerable innuendo, through indirect points, and with irony. This creates an element of ambiguity that naturally stimulates questions. As you read the story with you student think about the questions below (as well as any that you are your student generate yourselves). Don't feel like you have to present all of these question to your student choose a few to use as models, and leave the process open for your student's questions, and for your own.

Chapter 1: Wanda

Why wasn't Wanda in her seat?

Why did the author choose to begin her story by telling the reader this?

Why didn't anyone notice?

Why did Wanda sit with the “rough boys who did not make good marks” when she was not at all like them?

What does it mean that the children “had fun” with Wanda?

Why did Eleanor Estes put The Gettysburg Address in her story? She could have had the children recite many other things—such as the Pledge of Allegiance (which is more typical). Why this speech in particular?

Note: After reading the story, you and your student may want to take a look at the Gettysburg Address, to think more about why it is included in the story. Copies of the speech are in the TLC library. A book called *Mr. Lincoln Speaks at Gettysburg*, by Mary Kay Phelan, is available at Robbins Library in Arlington Center.

Chapter 2: The Dresses Game

What kind of place is “no place to live?”

What does the narrator mean when she says that “Pertronski” is a name that is “funny” in a different way from a name like “Willie Bounce”?

Why doesn't Wanda have any friends?

Why does Wanda answer the children's questions by telling them that she has 100 dresses and 60 pairs of shoes? Doesn't she know that they're making fun of her?

Why does the author write that “Peggy was not really cruel?” Is Peggy cruel?

What is Sapolio?

Why does Maddie feel embarrassed by Peggy's questions?

Chapter 3: A Bright Blue Day

Why can't Maddie get to work? What is bothering her?

Why does Wanda leave out the “at” when she says, “I got a hundred dresses home.”

Why is Peggy so mean to Wanda?

Chapter 4: The Contest

Why is it so hard for Maddie to “speak right out” to Peggy?

Is it true that Peggy couldn't really be doing anything wrong, because if she was she would not be the best liked girl in the class?

Why couldn't Wanda read well in front of the class?

Chapter 5: The Hundred Dresses

Why did Wanda enter all 100 of her drawings in the contest?

Why does Maddie have a “sick feeling in the bottom of her stomach?”

Chapter 6: Up on Boggins Heights

Why do Peggy and Maddie want to talk to Wanda?

Why does Peggy say that Wanda might not have won the contest if she (Peggy) had not asked lots of questions about the dresses?

Chapter 7: The Letter to Room 13

Why does Wanda give two of the drawings to Maddie and Peggy?

Is the gift really Wanda's way of saying that “everything is all right?”

Why does Maddie cry as she gazes at the drawing?

Why did Wanda draw Peggy and Maddie?

Suggestions for Related Activities

Discussion

Characters: At the end of Chapter 5, Maddie happily thinks that “Peggy was really all right, just as she always thought. Peg was really all right. She was okay.” In Chapter Six, however, Peggy comments that Wanda might not have won the contest if she (Peggy) had not asked lots of questions about the dresses. Why does she say that? We learn that after Peggy receives the gift from Wanda, she feels “‘happy and relieved.’ And that’s that,” she (says) with finality.”

Is Peggy really “Okay” in the way that Maddie means? What is the author telling us about the differences between Peggy and Maddie?

Bully: Does Wanda remind you of anyone you know. Is there anyone in your school who is treated cruelly by the other children. What happens? How do you feel about it? What can you do to make things better?

Writing: Pretend that you are Wanda and write a letter to your cousin back in Poland. Tell her how you feel about being at this school, with these children. Describe Peggy, Maddie, and the teasing.

Drama: At the end of the story, Maddie vows that “she is never going to stand by and say nothing again.”

It is a year later and it seems like the same thing is happening all over again. This time, Rita, a girl from Germany, is in Maddie’s class. She speaks German, and although she understands English well enough, she has a strong accent. Judy, a girl with dark curls and blue eyes, has started making fun of Rita’s accent. Her favorite name for her is “Ssss” because Rita’s th’s sound like s’s. She especially loves to call her this when there is a large group of children present; they almost always burst into laughter and call out things like, “Hey Rita! Let me tell you somesing I am sinking about!”

You play the role of Maddie; Peggy and any other children in your play can be enacted by the tutor. What will you (the child) do in response to this new problem?

Appendix

Tutoring Templates and Resources

Tufts Literacy Corps: Goals

Child's Name: _____

Tutor: _____

Age: _____

Grade: _____

Teacher: _____

School: _____

Reason for Tutoring: _____

Goals for the Year

1. _____

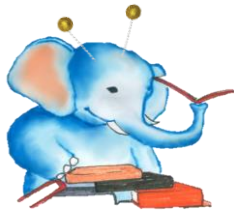
2. _____

3. _____

Signatures

Tutor _____

Child _____



Name: _____

Rime Family: _____

Real Words

Martian Words

Rime Family: _____

Real Words

Martian Words

Spelling by Sight

New Word

Write it from memory

*Look at the word
*Write it in the air

*Use the model to copy it

Date 1 2 3 4 5

Tufts Literacy Corps

How long does it take me to read 100 words?

Title: _____

Author: _____

pp: _____ start word: _____ end word: _____

Trial 1 _____

Trial 2 _____

Trial 3 _____

Trial 4 _____

Trial 5 _____

Title: _____

Author: _____

pp: _____ start word: _____ end word: _____

Trial 1 _____

Trial 2 _____

Trial 3 _____

Trial 4 _____

Trial 5 _____

Instant Words

Taken from Fry's Readings on Language and Literacy

the of and a to	or one had by words	will up other about out	number no way could people
in is you that it	but not what all were	many then them these so	my than first water been
he was for on are	we when you can said	some her would make like	called who oil sit now
as with his they I	there use an each which	him into time has look	find long down day did
at be this have from	she do how their it	two more write go see	get come made may part

<p>over new sound take only</p>	<p>say great where help through</p>	<p>set put end does another</p>	<p>try kind hand picture again</p>
<p>little work know place years</p>	<p>much before line right too</p>	<p>well large must big even</p>	<p>change off play spell air</p>
<p>live me back give most</p>	<p>means old any same tell</p>	<p>such because turned here why</p>	<p>away animals house point page</p>
<p>very after things our just</p>	<p>boy following came want show</p>	<p>asked went men read need</p>	<p>letters mother answer found study</p>
<p>name good sentence man think</p>	<p>also around form three small</p>	<p>land different home us move</p>	<p>still learn should American world</p>

high every near add food	saw left don't few while	important until children side feet	miss idea enough eat face
between own below country plants	along might close something seemed	car miles night walked white	watch far Indian really almost
last school father keep trees	next hard open example beginning	sea began grow took river	let about girl sometimes mountains
never started city earth eyes	life always those both paper	four carry state once book	cut young talk soon list
light thought head under story	together got group often run	hear stop without second later	song being leave family it's

100 Irregularly Spelled “Instant Words”

Taken from *1000 Instant Words* by Edward Fry (1994)

beautiful	from	put
because	front	quiet
become	gone	radio
been	guess	ready
behind	head	rhythm
bloody	heart	tow
body	heavy	said
bought	hour	school
break	idea	science
build	Indian	scientist
built	into	separate
business	iron	shoe
buy	is	should
caught	island	shoulder
cause	language	soldier
climb	laugh	son
clothes	learn	southern
column	listen	straight
come	live	sugar
could	love	though
course	many	thought
create	minute	through
dead	most	touch
death	music	trouble
desert	notice	two
design	ocean	view
does	of	was
door	office	what
early	once	who
earth	one	whose
eight	opposite	woman
engine	own	women
enough	people	wonder
eye	planet	work
few	please	world
floor four	poem	would
friend	pretty	young

Spelling “Demons”

Taken from the Reading Teacher’s Book of Lists
by Edward Fry and Jacqueline Kress, p. 371

about	could	Halloween	off	shoes	tonight
address	couldn't	handkerchief	often	since	too
advise	country	haven't	once	skiing	toys
again	cousin	having	outside	skis	train
all right	cupboard	hear	party	some	traveling
along	dairy	heard	peace	something	trouble
already	dear	height	people	sometime	truly
although	decorate	hello	piece	soon	Tuesday
always	didn't	here	played	store	two
among	doctor	hospital	plays	straight	until
April	does	hour	please	studying	used
arithmetic	early	house	poison	sugar	vacation
aunt	Easter	instead	practice	summer	very
awhile	easy	knew	pretty	Sunday	wear
balloon	enough	know	principal	suppose	weather
because	every	laid	quarter	sure	weigh
been	everybody	latter	quit	surely	were
before	favorite	lessons	quite	surprise	we're
birthday	February	letter	raise	surrounded	when
blue	fierce	little	read	swimming	where
bought	first	loose	receive	teacher	which
built	football	loving	received	tear	white
busy	forty	making	remember	terrible	whole
buy	fourth	many	right	Thanksgiving	women
children	Friday	maybe	rough	their	would
chocolate	friend	minute	route	there	write
choose	fuel	morning	said	they	writing
Christmas	getting	mother	Santa Claus	though	wrote
close	goes	name	Saturday	thought	you
color	grade	neither	says	through	your
come	guard	nice	school	tired	you're
coming	guess	none	schoolhouse	together	
cough	half	o'clock	several	tomorrow	

RAVE-O / TLC : The First 15 Sessions

	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<u>Assessment</u>	Oral Reading Inventory	Non-Word Reading Symbol-Sound Survey	Can You Read These Words?	[Phonemic Awareness RAN ; TOWRE]
<i>Word Study</i>		Words Live in Families! (TLC Manual, RAVE-O/TLC)	Review concept of "word families"	Review Starters and Rimes; Introduce "harder starters"
<i>Core Words</i>		jam , ham, ram	bat , tag	track
<i>Rimes to Cover</i>		am, an	ap, at, ag	ack, ash, and, ath
<i>Rhyme and Jingles ,</i>		"The Toucan" by Shel Silverstein	<i>Dr. Seuss</i> , "Pat sat, etc.) "Pat, the Rat"	"Mary Mack" "Dash the Dolphin"
<i>Games</i>		Memory: am an see TLC Manual "Teaching Phonics"	Dice OR Wheels rimes: at ap (use simple starters from "Onset and Rime Combinations" handout)	Words in a Bag Kaye, pp 122-123 Rimes: am, ap, at, an, ack, and, ash, ath (use ORC handout to select onsets)
<i>Word Races</i>		Word Races 1, 2	Word Races 3, 4	Word Race 5, 6
<i>Word Box Words</i>	Introduce Word Box see TLC Manual "Fostering Automaticity and Speed"	jam, ram, Pam, Sam ham, gram, slam, scam, spam, man, tan, fan, Dan, pan, ran, bran, span, Fran can, ban, tan, Stan, fan,	cap, rap, tap, lap, map sap, zap, gap, nap, yap trap, slap, flap, clap, chap scrap, at, bat, cat, hat, fat flat, chat, brat, spat, splat	track, crack, black, smack, and, sand land, hand, grand, stand, mash, dash crash, flash, splash, bath, math, path

NOTE: For children who need very simple texts, the "Minute Story Anthologies," published by the Center for Reading and Language Research, may be a better resource than the jingles and poems included in this packet. The fall assessment will help determine which materials are best suited to your child.

RAVE-O/TLC - page 2

	Lesson 6	Lesson 7	Lesson 8	Lesson 9
<i>Word Study</i>	Ender Benders: s, es	Ender Benders: ing, ed	Ender Benders er, est	Harder Starters: ch, sh, wh, th
<i>Core / M&M Words</i>	kick		plot	
<i>Rimes to Cover</i>	ick, it, ish, ist	ip, id, ig, in, im	ot, op, og	
<i>Rhymes, Jingles</i>	“Cat” (This rhyme includes several target rime patterns and models the s and es ‘ender benders.’) Dr. Seuss: “Who Am I? My Name is Ish”	“Spring Zing” “Morning” by Charlotte Zolotow “The Pig’s Wig” “Spinning Spree”	“Popcorn,” Helen Moore “Invitation,” Shel Silverstein (er) One Fish Two Fish pp44-45	“She Sells Seashells” “The Thinkers” “Brush Your Teeth” (Rafi)
<i>Game:</i>	Bingo (with plurals and blends) (ick, it, ish, ist) TLC Manual “Teaching Phonics”	wheels (ip, ig id)	dice (ot, op)	Chickens & Whales Kaye, pp 103-104 (board is provided)
<i>Word Races:</i>	Word Races 7, 8	Word Races 9-12	Word Race 13, 14	Review any your child needs to review
<i>Word Box Words:</i>	kick, lick, sick trick, brick, lit, wit, sit, fit, quit, twit, flit, spit, chit, grit fish, wish, dish, swish, list, mist wrist, twist	sip, lip, nip, tip, dip, hip, ill, hill, mill sill, frill, grill, Jill, in, tin, win, din, sin, pig, wig, jig, fig, dig, grin, twin, spin, rim, dim, him, swim, grim, hid, did, bid, kid, lid, grid	plot, pot, tot, not, got, hot, dot, trot, spot, slot, top, mop, bop, cop, hop, pop, clop, slop, plop, flop, stop, prop, chop, shop, hog, bog, cog, dog, fog, jog, log, clog, frog,	

RAVE-O/TLC - page 3

	Lesson 10	Lesson 11	Lesson 12	Lesson 13
<i>Word Study</i>	More Harder Starters: silent k			
<i>Core/ M&M Words</i>	rock, knock	brush	stump	deck
<i>Rimes to cover</i>	ock, ocks, ox	ush, ub, ut, ug, uck, uch	un, um, ump	eck, et, ed
<i>Rhymes, Jingles</i>	<i>Fox in Sox</i> By Dr. Seuss	"How Much Wood Would a Woodchuck Chuck?"	Dr. Seuss: "Bump! Bump! Bump!"	More Dr. Seuss: "Who Am I? My Name is Ned" / "Who is this pet?"
<i>Games</i>	Create One!	Bingo	wheels: um, ump	dice
<i>Word Races</i>	Word Race 15	Word Race 16	Word Race 17	Word Race 18
<i>Word Box Words</i>	rock, sock, lock, Mock, tock, dock, knock, clock, block flock, stock, crock, ox, fox, lox, box, Knox	hush, brush, mush, rub, tub, sub, cub, grub, hut, nut, but, strut, tug, rug, mug, hug, slug, chug, dug buck, duck, struck	jump, rump, slump, grump, stump, hump, dump, pump, hum, gum, sum, glum, plum, fun, sun, run, spun, stun,	deck, beck, peck, check, wreck, fleck, speck, set, wet, get, net, let, met, bet, fret, bed, wed, led, red, Ned, sped, fled, bled, shed

RAVE-O/TLC - page 4

	Lesson 14	Lesson 15	Lesson 15
<i>Word Study</i>			
<i>Core / M&M Words</i>	spell	Pick a Blend:	SLAP!
<i>Rimes to cover</i>	ell, en, end	(review semester)	(review semester)
<i>Rhymes, Jingles,</i>	The Cat is in the Well		
<i>Games</i>	wheels for ell, en, end words "Pick a Blend" Kaye, pp 126-129 (Review Everything)		
<i>Word Races</i>	Word Race 19		
<i>Word Box Words</i>	spell, spell, tell, well, Nell, sell, fell, pen, den, men, hen, when, ten, end, send, mend, fend, bend, spend		

RAVE-O/TLC: The Second Semester

Sessions 16-29

	Session 16	Session 17	Session 18	Session 19
<i>Word Study</i>	Silent e (e-bop)	e-bop review	e-bop review	c-boat
<i>Core Words</i>	date	fine	note	brace
<i>Rimes to Cover</i>	ate, ane, ape, ale, ame	ine, ipe, ite, ile	ote, one, ole	ace, age, ice
<i>Rhymes, Mini-books, Worksheets</i>	A Date to Skate	Queen Caroline (p 48, Word Family Rhymes) "Poem" by Ruth Krauss		"Grace"
<i>Games:</i>	Wheels: ate, ane, ape, ale		TLC Add e	
<i>Word Race</i>	Word Race 20	Word Race 21	Word Race 22	Word Race 23, 24
<i>Word Box Words</i>	date, rate, state, fate, late, mate, gate, hate, mane, cane, sane, Jane, pane, wane, ape, tape, nape, cape, grape, bale, tale, pale, male, stale, whale, name, lame, tame, shame, flame, game, blame	mine, fine, line, dine, nine, pine, vine, wine, spine, brine, ripe, pipe, wipe, stripe, gripe, bite, kite, mite, quite, white, spite, Sprite, write, file, Nile, pile, tile, mile, while	note, tote, vote, wrote, dote, bone, cone, lone, pone, tone, dole, hole, mole, pole, role,	ace, lace, pace, mace, race, space, grace, place, brace, trace, ice, nice, rice, mice, vice, spice, twice, price, slice age, page, wage, rage, cage, sage

	Session 20	Session 21	Session 22
<i>Word Study</i>	vowel teams (ai) (sail, boat, sea)	vowel teams	vowel teams (oa)
<i>Core Word</i>	train	deal	float
<i>Rimes to Cover</i>	ain, ail	eak, eal, eam each, eet, eed ear	oat, oast, oak, oal, oad
<i>Rhymes, Mini-books,</i>	"Rice Pudding"	One Fish Two Fish,	
<i>Worksheets</i>	by A. A. Milne "Holding Hands" WF Poems, p 10	pp. 26-27 ("Oh dear! Oh dear! I cannot hear!")	
<i>Game:</i>	Word Hunt (see materials)	SLAP (vary the target: ee or ea)	Word Hunt
<i>Word Races:</i>	Word Race 25	Word Race 26	Word Race 27
<i>Word Box Words:</i>	train, plain, chain, stain, strain, drain, grain, brain, tail, jail, mail, sail, pail, quail, snail, trail, frail	deal, heal, meal, peal, real, seal, beak, weak, leak, peak, freak, bleak, team, cream dream stream, meet, greet greet, sweet, tweet heel, feel, wheel, heed, seed, greed, steed, bleed	boast, roast, coast, goat, boat, moat, float, bloat, gloat, throat, oak, cloak, croak, roan, groan, goal, foal, toad,

	Session 23	Session 24	Session 25	Session 26
Word Study	ender bender: y			le endings & cons.-le endings
Core Word	light	spring	sink	pickle
Rimes to cover	ight, igh	ing, ang, ong	ink, ank	
Rhymes, Mini-books, Worksheets	"Night, Night!" WF Poems, p 47 "Cat in the Dark" by Margaret Mahy	<i>Hop on Pop</i> pp. 34-36 One Fish Two Fish pp. 40-41	<i>One Fish Two Fish</i> pp. 42-43 Poem: "Bell" by Valerie Worth	"Huckleberry Pie" Ickle Me, Pickle Me, Tickle Me Too by Shel Silverstein
Games	***** MAKE UP SOME NEW ONES ! *****			
Word Races	Word Race 28	REVIEW	REVIEW	REVIEW
Word Box Words	light, fight, tight, sight, right, might, fright, flight, high, sigh, thigh	bring, thing, fling cling, sling, string, ring, (rang) sing (sang) ding (dong), bing (bang) song, long, ping-pong	sink, wink, brink, rink, think, fink, mink, pink, link, Yink, ink, drink thank, rank, tank, Hank, frank, prank, crank,	pickle, tickle, fickle, little, bubble, wiggle saddle, paddle
FINAL SESSIONS: Assessment and Say Good-bye				
Assessment	Reading Inventory Can you read these words? TOWRE		Year-End Activity: Make sure to give your child a book (funded by TLC Button Sales)	
Games	Board Game Review of Everything (You can design it!)			

ONSET AND RIME COMBINATIONS

Rimes: am at ash ath

Starters: b c f b c d
h j m g h l
p r s m p r
v y s

Harder
Starters: sl cl tr br cr fl
ch str fl sm spl cl
sp fl br wr tr thr

Rimes: ap an ack and

Starters: b c f b h l
g h l p r s
m n p t j qu
r s t

Harder
Starters: ch fl br bl st tr
sp cl br sh sl gr
gl br str

Rimes: ot op og ock ox

Starters: d g h h j l
t m p m r b
r t n d
b c f
j l

Harder
Starters: sl cl ch st fl sh
sh pl st cl fr bl
fr kn Kn

ONSET AND RIME COMBINATIONS - 2

Rimes:	ick ish	ip ill	
Starters:	s f l	d h l	
	n p t	m n p	
	w D	s t w	
Harder Starters:	qu st sl	sl cl fl	
	squ ch br	st ch sh	
	sw tr br	dr gr qu	

Rimes:	ig id	im in	
Starters:	b d f	b d f	
	h j k	h k p	
	p r w	r s t	
Harder Starters:	tw sl gr	sl gr br	
	pr sw squ	sw pr wh	
		ch sp sh	

Rimes:	it ist		
Starters:	b f g		
	h k l		
	m p s		
Harder Starters:	tw sl gr		
	sp fl qu		

ONSET AND RIME COMBINATIONS - 3

Rimes:	ush ub		ut ug
Starters:	c g h		b c d
	m r g		h j t
	m n r		
Harder	br gr sh		str dr gl
Starters:	fl st pl		sl ch shr

Rimes:	um ump		un uck
Starters:	b d g		b d l
	h j l		m p r
	m p r		s t y
	s f p		
Harder	ch gl sl		sh sp tr pl
Starters:	tr st str		st str cl

Rimes:	eck et ed		ell en end
Starters:	b d f		b d f
	g j l		l m p
	n p r		s t
	s w y		
Harder	sp fl fr		sp dw tr
	Fr sp ch		sh wh qu
	sl br shr		

ONSET AND RIME COMBINATIONS - 4

Rimes: ate ape ane ale

Starters: b c d b c m
f g h s t p
l N t v

Harder st sl pl st wh
gr dr

Rimes: ine ipe ite ile

Starters: d f l b f m
M n p p s t
R v w v k

Harder br sh sp sp wh Spr
Starters: gr str tw qu

Rimes: ote ole one ace ice

Starters: b c h r p m
h l m l f n
n p r d
t v

Harder Can you think of sp gr br
Starters: some? tw pr pl

ONSET AND RIME COMBINATIONS - 5

Rimes:	ain	ail		eak	eam	each
Starters:	g	h	m	b	l	p
	n	p	r	r	s	t
	s	t	v			
Harder	tr	pl	ch	cr	dr	sp
Starters:	st	str	dr	pr	bl	str
	gr	br	fr	fr		
	qu	fl				

Rimes	eet	eed		oak	oat	
Starters:	b	d	f	b	c	g
	h	m	n	s		
	s	w				
Harder	st	bl	tw	cl	cr	fl
Starters:	sw	str	gr	bl	gl	thr
	fr					

Rimes	ight	igh		ing	ang	
Starters:	f	l	m	b	d	h
	n	r	s	k	r	s
	t	h		w		
Harder	fr	gl	br	br	th	fl
Starters:	fl	bl		cl	sl	spr

ONSET AND RIME COMBINATIONS - 6

Rimes ink ank

Starters b d f
 H l m
 p r s
 t w

Harder th shr bl
Starters: pr cr dr

Tufts Literacy Corps

Word Race 1

am

ram

jam

ham

Sam

yam

dam

am

jam

ram

ham

yam

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 2

an ran fan tan man

Dan ban can ban pan

man tan ran can fan

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 3

cap

tap

nap

lap

sap

map

hap

rap

zap

gap

lap

rap

tap

yap

cap

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 4

at cat fat hat tat mat

bat sat pat hat rat vat

cat mat at rat fat pat

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 5

sack

pack

nack

jack

lack

Mack

rack

hack

tack

back

jack

lack

pack

rack

sack

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 6

ash bash cash dash gash
hash lash mash rash sash
bash dash rash cash hash

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 7

pick kick tick Rick sick kick
lick wick Nick pick tick wick
lick pick kick wick tick sick

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 8

it sit pit wit hit fit

bit kit lit sit wit sit

fit bit hit kit lit wit

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 9

sip tip nip rip dip hip
pip lip rip sip tip zip
nip dip hip lip dip nip

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 10

ill	hip	nip	dip	wit	hit
dill	dip	hit	fit	fill	tip
sip	sit	sill	wit	will	nip

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 11

in pin win tin sin din
gin fin bin tin in fin
kin pin sin tin win din

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 12

in kin Kim pin dim win
fin him rim din Tim tin

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 13

pot tot clot trot hot plot
dot cot got shot jot lot
not pot rot tot spot slot

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 14

cop clop top hop drop pop
dog fog hog clog jog log
flop cog crop drop hog STOP!

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 15

sock rot rock dot dock mock
pot spot clock trot hot plot
shot pot rot tock spot shock

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 16

hush mush rush gush brush flush
tub rub flub grub sub stub
Brush pub rush rub slush hush

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 17

run sun fun stun spun bun
gum drum slum plum hum rum
Stun drum bun pun glum chum

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 18

duck deck chuck check stuck pluck
peck speck neck fleck check wreck
truck cluck deck speck buck stuck

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 19

sell well tell fell shell bell
hen men ten when den pen
end send mend bend lend fend

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 20

date rate mate late hate fate
state plate bate slate Kate gate
grate rate hate date slate plate

Time 1: _____

Time 6: _____

Time 2: _____

Time 7: _____

Time 3: _____

Time 8: _____

Time 4: _____

Time 9: _____

Time 5: _____

Time 10: _____

Tufts Literacy Corps

Word Race 21

fine mine line wine dine brine
ripe stripe pipe gripe wipe ripe
bite site kite white spite spine

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 22

note

wrote

dote

tote

mote

bone

tone

cone

phone

lone

hole

dole

mole

sole

shone

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 23

ace

grace

face

mace

race

lace

pace

rice

nice

twice

mice

lice

face

space

dice

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 24

age

page

sage

cage

rage

stage

wage

huge

face

pace

mice

lice

page

sage

age

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 25

train

rain

gain

main

pain

pail

jail

sail

mail

rail

tail

trail

train

brain

grain

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 26

seal

peal

heal

real

deal

peach

teach

reach

beach

seam

team

beam

dream

steam

stream

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 27

goat

boat

moat

coat

float

boast

coast

roast

toast

goat

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____

Tufts Literacy Corps

Word Race 28

light

might

tight

sight

slight

flight

bright

night

might

high

sigh

sight

thigh

right

tight

time 1: _____

time 6: _____

time 2: _____

time 7: _____

time 3: _____

time 8: _____

time 4: _____

time 9: _____

time 5: _____

time 10: _____