

CONTENTS

Introduction

Letter to Students	vi
Letter to Parents and Families	vii
What You'll See in <i>Measuring Up Foundations</i>	viii

Chapter 1 Phonological Awareness

1 Words and Sounds	1
2 Vowel Sounds	10
3 Blended Sounds	20
4 Word Parts	30
5 Break Down Words	40

Chapter 2 Phonics and Word Recognition

6 Phonics	50
7 Long and Short Vowels	60
8 Common Vowel Teams	70



Chapter 2 (continued)

9	Two-Syllable Words	80
10	Common Spelling Sounds	90
11	Prefixes and Suffixes	100
12	Irregularly Spelled Words	110

Chapter 3 Fluency

13	Book and Sentence Features	120
14	Accurate and Fluent Reading	130
15	Purpose for Reading	140
16	Accuracy and Expression	150
17	Context	160

Lesson 1 Words and Sounds

Introduction

What Will I Learn?

- How can I hear the sounds of a word?
- How can I find the parts of a word?

How do you count the number of sounds in a word?



Break Down the Skills

Words are made up of **letters**. Each letter has a sound.

When you say a word you hear **letter sounds**.

Look at the picture and say its name. Listen for each sound in the word.

Listen for three sounds in the word **jet**.



Touch each letter and say the sound it makes.
Then **blend** the sounds. Say the sounds together to make the word.



Look at the pictures and say their names.

How many letter sounds do you hear in each word? In the boxes, draw a dot like this for each letter sound. ●



--	--	--



--	--	--

Each sound gets one dot.



Now write the letters you hear in each word.

Touch the letters and blend the sounds to say the word. The words **dog** and **net** have **short vowel** sounds. One vowel makes the sound.

The letters **a, e, i, o,** and **u** are vowels.

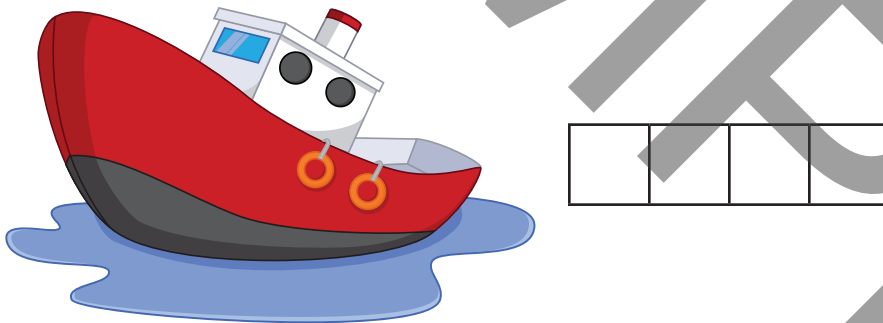


Two vowels can pair up. They make a **long vowel** sound. Say the name of each picture. Look at the **vowel team**. The two vowels make one sound.

A long vowel sound is the same as its name.



How many sounds do you hear in the word **boat**?
Place a dot in the box for each sound.



There are only three sounds in **boat**. The letters **o** and **a** make one sound together, long **o**.



Count the sounds, not the letters.

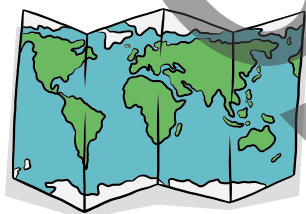


Touch the letters and blend the sounds to say the word.

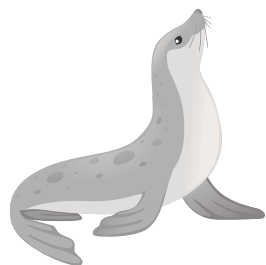
Guided Instruction



--	--	--



--	--	--



--	--	--



--	--	--

Guided Reading

For each letter sound, draw a dot like this in the box. ●

How many letter sounds?

How many letter sounds?

How many letter sounds?

Draw a dot for each letter sound. Write the word.

- 1 How many letter sounds does the word **tap** have?

- 2 How many letter sounds does the word **meat** have?

Independent Practice

Practice 1

- 1 Circle the number of letter sounds in the word **team**.

two

three

four

- 2 Choose the word with two vowels that make one long vowel sound.

A pin

B cat

C bead

Say each sound in the word. Write the number you hear.



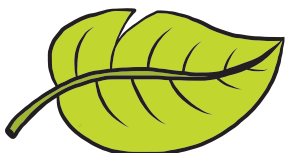
- 3 Look at the picture. Sound out the word.
Write the letters in the boxes.



--	--	--

Practice 2

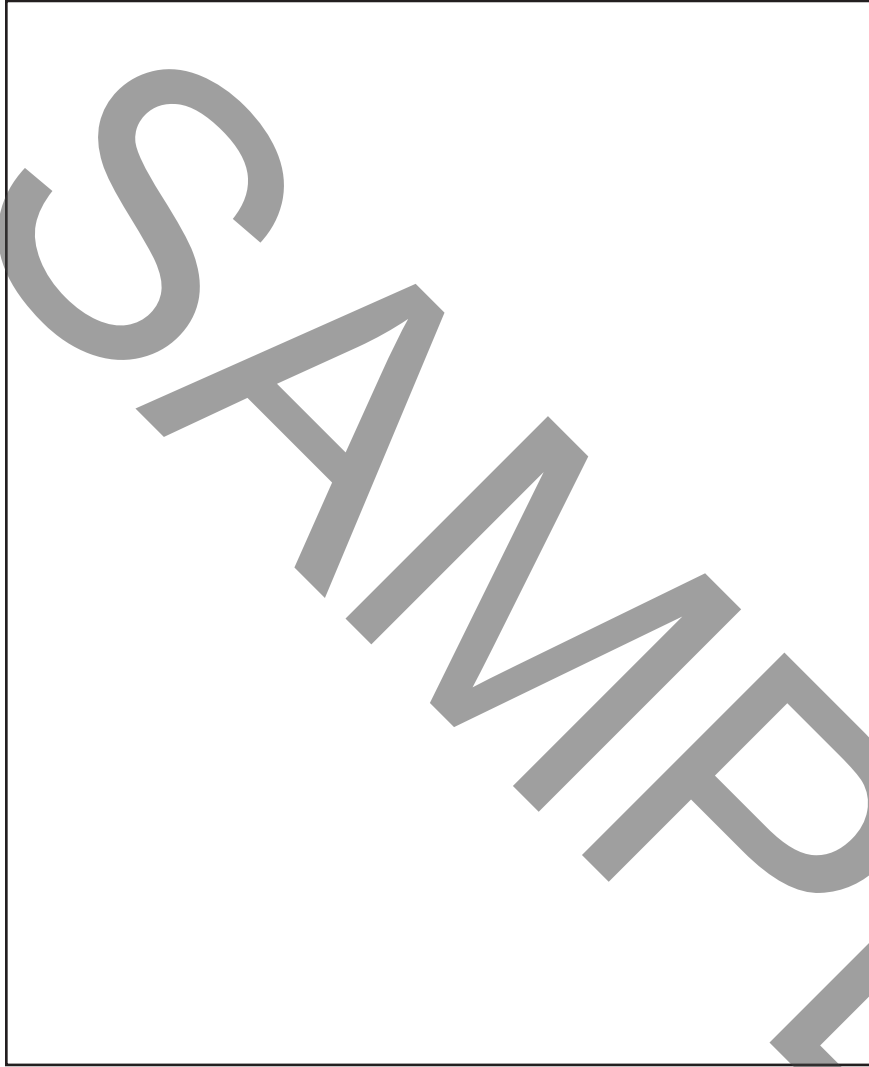
- 1 Circle the pictures that have long vowel sounds.



Long vowels say their own name.



- 2 Sketch a picture of something that has three letter sounds.



- 3 Circle the words that have short vowel sounds.

tip

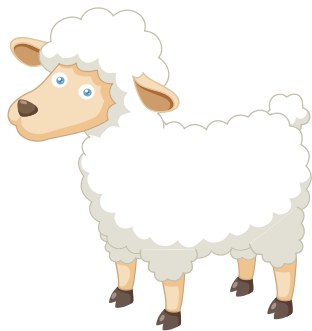
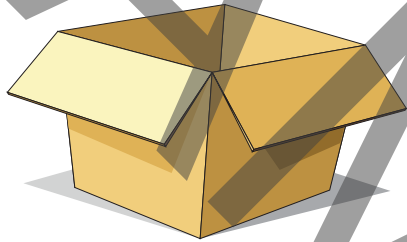
plane

cap

sheet

Exit Ticket

Look at the pictures. Circle the ones with the same long vowel sounds.



TEACHER GUIDE

Lesson 1 Words and Sounds

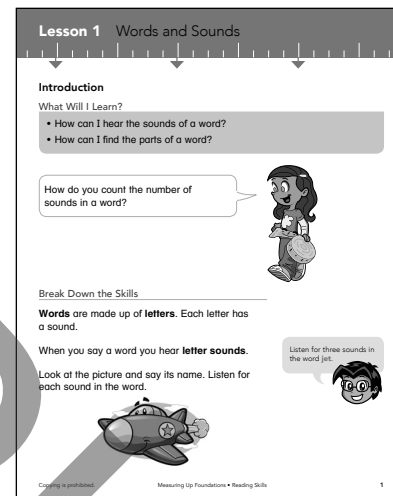
At-a-Glance

Learning Objectives	Why Students May Struggle					
<ul style="list-style-type: none">Identify sounds within a word.Segment phonemes within a word.	Students may struggle with separating sounds into single units. Guide them by using tokens to push forward for each sound as they practice.					
Academic Vocabulary						
word	letter	letter sound	blend	short vowel	long vowel	vowel team

WHAT WILL I LEARN?

ACTIVATING PRIOR KNOWLEDGE

- Before beginning the lesson, remind students that they already know the sounds letters make. Play "Guess My Sound" by saying a set of three words beginning with the same sound and having students identify the initial letter. Use a variety of initial sounds, including some more challenging ones such as /j/, /kw/ and /z/.
- Play a rapid response game in which you say a letter name or show a letter card and the students give the sound or sounds in turn. Then give the sound and have players say the name of the letter or letters that make that sound.



EXPLICIT INSTRUCTION

- Remind students that each letter makes a sound. Words are made of these sounds. Tell students that they can listen to words and tell what letters make up the parts of the word by the sounds that they make.
- Say the word *bug* for students. Remind them to listen for the three sounds in the word. Say the word slowly, isolating each phoneme: /b/ /u/ /g/. Ask students to put up a finger for each sound as you say the word a third time, isolating the phonemes. If students have difficulty with this, repeat the exercise one more time while you physically demonstrate with your fingers.

BREAK DOWN THE SKILLS

TEACH ACADEMIC VOCABULARY

- Explain to students that **words** are made up of **letters**. Each letter has a **letter sound**, and each word is made of letters that make sounds.
- Have students look at the picture and say the name of the picture (*jet*). Say the word again, separating the phonemes: /j/ /e/ /t/. Have the students touch each letter in the word *jet* as you say the phonemes slowly. Then ask them to **blend** those sounds to say the word *jet*.
- Repeat this sequence of steps with *dog*. When the students say the sounds slowly, have them count the letter sounds they hear. Ask them to make a dot in each box below the picture as they say the sounds slowly. After they have made their dots, ask them to count the number of letter sounds in *dog*. What sounds do they hear? What letters make each sound? Have them write the word *dog* below the picture.
- Repeat this process for the word *net*.
- Tell students they can blend the sounds of the letters they see to read a word. The words they have just blended have **short vowel** sounds. In many words, when one vowel is in the middle of a word, it makes a short vowel sound. Write the letters *a*, *e*, *i*, *o*, and *u* on the board and explain that they are vowel letters. Have students repeat the names of the vowels and each short vowel sound.
- Explain to students that vowels can also make **long vowel** sounds. Explain that a long vowel sound is the same as the vowel's name. Have students say the name of each vowel as you point to it and then say it again, drawing out the long vowel sound.
- Explain that sometimes vowels pair up to make long vowel sounds. The two vowels together are a **vowel team** that make just one long vowel sound. As you say the words *nail*, *leaf*, *coat*, and *pie*, have students point to and name the vowels in each word. Point out to students that the long vowel sound is the same as the name of the first vowel in the team.


Lesson 1 Words and Sounds

Introduction

What Will I Learn?

- How can I hear the sounds of a word?
- How can I find the parts of a word?

How do you count the number of sounds in a word?




Break Down the Skills

Words are made up of **letters**. Each letter has a sound.

When you say a word you hear **letter sounds**.

Look at the picture and say its name. Listen for each sound in the word.


Listen for three sounds in the word *jet*.



Copying is prohibited. Measuring Up Foundations • Reading Skills 1


Lesson 1 Words and Sounds

Touch each letter and say the sound it makes. Then **blend** the sounds. Say the sounds together to make the word.



Look at the pictures and say their names.

How many letter sounds do you hear in each word? In the boxes, draw a dot like this for each letter sound. ●



Each sound gets one dot.

Now write the letters you hear in each word.

d o g n e t

Touch the letters and blend the sounds to say the word. The words *dog* and *net* have **short vowel** sounds. One vowel makes the sound.

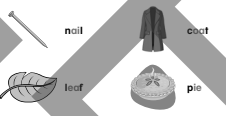
The letters *a*, *e*, *i*, *o*, and *u* are vowels.

Level B. Copying is prohibited. 2


Lesson 1 Words and Sounds

Two vowels can pair up. They make a **long vowel** sound. Say the name of each picture. Look at the **vowel team**. The two vowels make one sound.

A long vowel sound is the same as its name.



How many sounds do you hear in the word *boat*? Place a dot in the box for each sound.



There are only three sounds in *boat*. The letters *o* and *a* make one sound together, long *o*.

Count the sounds, not the letters.

Touch the letters and blend the sounds to say the word.

Copying is prohibited. Measuring Up Foundations • Reading Skills 3

- Look together at the picture of the boat and say the word together with students. Say it again, slowly, to isolate the phonemes, drawing out the long vowel sound: /b/ /ō/ /t/. Have students count the sounds and place a dot in the boxes for each sound they count. Point out that there are only three sounds in the word “boat” even though there are four letters. Explain that the *o* and *a* team up to make the long *o* sound. Say each of the three sounds as you blend them. Then have students touch the letters as they blend the sounds to say the word *boat*.
- If time allows, have students complete the On Your Own chart at the end of these notes.

Differentiate for Struggling Readers and English Learners

Students who have difficulty distinguishing long and short vowel sounds may need to use key words for each sound. Create an anchor chart that shows each vowel in the center of a row with a key word picture for short vowels on the left and long vowels on the right. Sample key word pictures could include *apple*, *elephant*, *inch*, *octopus*, and *umbrella* in the left column, and *apron*, *eagle*, *ice*, *ocean*, and *unicorn* in the right one.





GUIDED INSTRUCTION

First Read

- Have students follow along as you read the instructions. Model and demonstrate for students how to make a dot in a box to prepare for the exercise.
- Have students follow along as you say the word *pig*. Next, say each phoneme in *pig* one at a time and make a dot in a box for each sound.

Second Read

- As a class, practice with students to identify the picture and say its name chorally: *map*. Together, have them say the separate phonemes in *map* as you hold up one finger for each: /m/ /a/ /p/. Ask, “How many letter sounds?” Ask students to tell you how many dots to draw in the boxes.
- Repeat the process for *goat*. Discuss how the *o* and the *a* work as a team to make the single long *o* sound.

Lesson 1 • Words and Sounds	
Guided Instruction	Guided Reading
 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	For each letter sound, draw a dot like this in the box. ●
 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	How many letter sounds?
 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	How many letter sounds?
 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	How many letter sounds?
	Draw a dot for each letter sound. Write the word.
	<u>goat</u>
4	Level 5 Copying is prohibited.

Guided Reading Questions

- Ask students, “How many letter sounds does the word *tap* have?” Have students sound out the phonemes, then write the number 3 on the line.
- Repeat for the word *meat*. Prompt students to tell you what sound the vowel team *ea* makes.

Chapter 1 • Phonological Awareness

1 How many letter sounds does the word *tap* have?
3 _____

2 How many letter sounds does the word *meat* have?
3 _____

Independent Practice

Practice 1


1 Circle the number of letter sounds in the word team.

two **three** four

2 Choose the word with two vowels that make one long vowel sound.

A pin
B cat
C bead

Say each sound in the word. Write the number you hear.



Copying is prohibited. Measuring Up Foundations • Reading Skills 5

Differentiate for Struggling Readers

Give students a set of three tokens or counters. Guide or assist them to say target words with three sounds, and then say them with phonemes separated while they push a token forward for each sound they say. Practice words might include *cat*, *bag*, *weed*, *pup*, *load*, *mat*, *pot*, and *rain*.

Differentiate for English Learners

Distinguishing between some long and short vowel sounds may be difficult for English learners. Write the words *top* and *toad* on index cards and, after reviewing the word meanings as needed, have students repeat the words after you. Point out the single vowel in *top* and the two vowel letters in *toad*. Model isolating the phonemes as /t/ /o/ /p/ and /t/ /o/ /d/ and have the students repeat the sounds after you, explaining that there are three sounds in both words. Repeat with *met* and *meat*.

INDEPENDENT PRACTICE

Practice 1 Questions

- Read the questions and answer choices aloud as students select the answers. Review the answers.

Chapter 1 • Phonological Awareness

1 How many letter sounds does the word *tap* have?
3 _____

2 How many letter sounds does the word *meat* have?
3 _____

Independent Practice

Practice 1


1 Circle the number of letter sounds in the word team.

two **three** four

2 Choose the word with two vowels that make one long vowel sound.

A pin
B cat
C bead


Say each sound in the word. Write the number you hear.



Copying is prohibited. Measuring Up Foundations • Reading Skills 5

Lesson 1 • Words and Sounds




1 Look at the picture. Sound out the word. Write the letters in the boxes.




s u n

Practice 2

1 Circle the pictures that have long vowel sounds.

Long vowels say their own name.




4 Level B Copying is prohibited.

Practice 2 Questions

- Ask students to read the questions and select the answers independently. Review the answers.

Lesson 1 • Words and Sounds




3 Look at the picture. Sound out the word.
Write the letters in the boxes.




s u n

Practice 2

1 Circle the pictures that have long vowel sounds.

Long vowels say their own name.

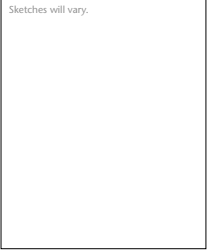


Level 5 Copying is prohibited.

Chapter 1 • Phonology of Assessment

2 Sketch a picture of something that has three letter sounds.

Sketches will vary.



3 Circle the words that have short vowel sounds.

tip plane cap sheet

Copying is prohibited. Measuring Up Foundations • Reading Skills 7




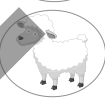
EXIT TICKET

- Have students fill in the Exit Ticket at the end of class. Tell them to look at each picture, say the word, and circle the words with the same long vowel sounds.

Lesson 1 • Words and Sounds

Exit Ticket

Look at the pictures. Circle the ones with the same long vowel sounds.

Level 5 Copying is prohibited.

ADDITIONAL SUPPORT

SUPPORT FOR STRUGGLING LEARNERS

- Use word cards with two phonemes. Have students say the sound of each phoneme as you slowly point to the letter that represents it, such as /g/-/ō/ for the word *go*. Repeat the process several times, pointing and saying the phonemes faster each time until students have blended the word. Then say the sounds closer and closer together until the word has been blended. Then ask students to say the word.
- Choose a mystery word with two or three phonemes. Assign a student to each phoneme. Have the students stand in a horizontal line with a few feet between them. Each student should say his or her assigned phoneme in turn. Have them move closer to each other and say the phonemes in order at a faster pace. Continue moving closer and saying phonemes faster in order until they (or the rest of the class) can guess the word. For more visual learners, consider having each student hold a piece of paper labeled with the assigned phoneme.

- Teach students to touch index finger, middle finger, and ring finger to thumb in turn as they say the phonemes in three-sound words. Blend the sounds back together into the whole word with a snapping fingers motion that begins with the ring finger and moves up to the index finger.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Provide support for English learners by using additional two- and three-sound words to expand vocabulary. Provide pairs of words that are synonyms, such as *cap* and *hat*, words that rhyme, such as *fog* and *dog*, and words that begin with the same phoneme, such as *pig* and *pet*. For each word, practice segmenting and isolating the phonemes, identifying them, and then blending and saying the word.
- Give English learners additional focused practice on sounds that are not found in their native language. For example, the letter *i* has a different sound in Spanish than it does in English. Make a list of these challenging words and use them for phoneme isolation and identification practice.
- English learners may struggle with the sounds of the letters, particularly if they are different from their native language. Have each learner create a page in their journal or personal notebook for each troublesome or difficult sound, giving key words, pictures that begin with the sound, and the letter in capital and lowercase form.

EXTENSION ACTIVITIES

- Play Bingo. Create Bingo cards containing a random mix of two- and three-phoneme words, including long vowel teams and short vowels. Call a word from the list by saying each phoneme in isolation and have students find and cover that word if it is on their Bingo card.
- Choose a mystery word with three phonemes. Give each player a paper and pencil. Say the first phoneme of the mystery word and have students write it down. Say the second phoneme and have students write it down. If needed for long vowel teams, prompt students that there are two vowels working together in the word. Say the third phoneme and have students write it down. Challenge students to blend the three phonemes into a familiar word.

Name _____

Date _____

On Your Own

Say each word and listen for the number of sounds you hear in each word. Then draw a dot in the correct box to show if you hear two or three sounds in the word.

Word	Two Sounds	Three Sounds
dog		
at		
coat		
pail		
fun		
meal		
up		