

HIGH NOON READING

LEVEL 1

Teacher's Edition

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HIGH NOON BOOKS
Novato, California

HIGH NOON READING—LEVEL 1

Teachers Guide	8265-3
Student Book	8266-1
Workbook	8268-8

Level 1 Starter Kit (Teacher's Guide, 5 Workbooks, 5 Student Books)	S8271-8
5 Student Workbooks	S8267-X
5 Workbooks	S8269-6

HIGH NOON READING—LEVEL 2

Teachers Guide	8297-1
Student Book	8298-X
Workbook	8299-8

Level 2 Starter Kit (Teacher's Guide, 5 Workbooks, 5 Student Books)	S8300-5
5 Student Workbooks	S8301-3
5 Workbooks	S8302-1

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HIGH NOON BOOKS

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INTRODUCTION

High Noon Reading is a reading intervention program for students in grades 3 and above. It is based on best practices in reading instruction and High Noon's tradition of creating appropriate materials for students reading substantially below grade level.

High Noon Reading was designed with the remedial reading teacher in mind. The program can be used with small groups or one-on-one. It has multiple entry points, flexible pacing, easy-to-use lesson plans, continuous review, and on-going evaluation. Best of all, the same High Noon books that you've been using for years are correlated to *High Noon Reading's* lesson sequence—starting at Lesson 20 of Level 1, students will be able to read High Noon chapter books.

High Noon Reading focuses on the development of decoding, fluency, and comprehension skills while also building skills in spelling, writing, and vocabulary. Each level follows a sequence of skills that correlates to the skills typically taught in classroom reading programs.

TWO LEVELS COVER A WIDE RANGE OF READING SKILLS

Each of two levels contain 65 lessons. Each lesson begins with a review of previously taught decoding skills and is followed by the presentation of a new skill. Skills are applied as students read the lesson's passage and are practiced as teacher-directed and independent workbook activities are completed. Extra Practice lessons provide material that can be used with students who require additional instruction and practice.

High Noon Reading, Level 1

Level 1 focuses on one-syllable words. Skills taught include decoding words that have short and long vowels, consonant blends and digraphs, variant vowels, diphthongs, spelling patterns, and sight words.

High Noon Reading, Level 2

Level 2 focuses on multisyllable words. Skills taught include decoding words that have inflectional endings, prefixes and suffixes, as well as compound words, morphological components, and other forms of multisyllable words.

HIGH NOON READING COMPONENTS

Teacher’s Edition

This guide provides everything the teacher will need for planning and teaching the program. Each four-page lesson plan includes reduced pages from the Student Book and Workbook. Lesson steps are listed and scripting is provided to model the teaching of new concepts. Review of the “teaching” script is the only preparation suggested for each lesson, and this can be completed in about five minutes.

Student Book

Each lesson in the Student Book is presented in a consistent format that is easy for students to follow. Part A reviews decoding skills. Part B teaches a new decoding concept. Part C presents a passage in which students apply previously learned decoding skills and develop fluency and comprehension skills.

Workbook

Each lesson is concluded with workbook activities that give skill practice and include teacher-directed and independent activities that develop decoding, comprehension, spelling, writing, and vocabulary.

GETTING STARTED

Learn About the Program

If you are new to *High Noon Reading*, you will want to begin by reading the section in this guide entitled “Using *High Noon Reading*.” This section tells about the overall sequence of lessons in this level of the program, the procedures followed in each lesson, and the specific teaching techniques used throughout the program.

Assess Student Skills

High Noon Reading permits flexible entry points. Students come to the program with varying levels of reading skill and can begin the program at starting points best suited to their skill level. Administer the Placement Test to each new student—instructions are found on page 27. (Students who have recently completed Level 1 would be placed at Lesson 6 and do not need to take the Placement Test.) Based on each student’s performance, you can determine the most suitable starting point for a student who is receiving one-on-one instruction, or you can determine the best way in which to group a number of students so that members of each group have the necessary skills to begin instruction at a particular point in the program.

LEVELS 1 AND 2 PROGRAM FEATURES

- ◆ **Continuous Review Cycle**
Decoding skills and sight words are consistently reviewed numerous times throughout the program.
- ◆ **Phonemic Awareness Warm-ups**
Guided phonemic awareness activities allow students to aurally focus on the phonemic pattern taught in each lesson.
- ◆ **Scripted Direct Instruction**
Detailed teacher scripts present explicit instruction for each skill and guide students through each step of the blending process.
- ◆ **Explicit Blending**
Large, two-color type models the blending process and serves as a core teaching tool for each lesson.
- ◆ **Sight Word, Word Building Instruction**
The Dolch 220 words are introduced, taught, and reviewed in the early lessons of the program. Extra practice is provided in identifying and decoding base words with taught affixes and inflectional endings.
- ◆ **Sentence Reading**
Short, decodable sentences give students practice with new words.
- ◆ **Vocabulary Instruction**
Vocabulary definitions and example sentences give opportunities to activate prior knowledge in preparation for reading a passage.
- ◆ **Reading Strategies Support**
Key reading strategies are clearly presented, with questions directly relevant to the reading passage.
- ◆ **Follow-up Comprehension Questions**
Follow-up questions allow you to assess students' comprehension of what has just been read.
- ◆ **Fully Decodable Reading Passages**
Carefully controlled fiction and nonfiction passages contain only words that have been taught and reviewed at least five times previously, ensuring student success in decoding, reading fluency, and comprehension.
- ◆ **Questions for Guided Reading**
Specific questions are interjected during the course of reading to model strategic reading and encourage students to attend to the details of their reading.
- ◆ **Timed Reading for Fluency**
A silent timed reading in each lesson helps students improve their reading fluency. Individual timed readings are included in every assessment lesson.
- ◆ **Guided Practice in Comprehension, Decoding, and Syllabication**
Guided workbook activities allow students to expand comprehension of each lesson's passage and give further practice in the skills taught in each lesson.
- ◆ **Independent Practice in Decoding, Spelling, Writing, and Sight Words**
Independent workbook activities, presented in consistent, easy-to-follow formats, give students further practice in decoding, spelling, and writing.
- ◆ **Extra Practice in Every Lesson**
The flexible "Practice/Booster" Lesson is designed for individuals or small groups in need of extra instruction or practice with a specific skill. The Booster Lesson immediately follows each lesson, providing a quick and easy reference.

USING HIGH NOON READING

High Noon Reading, Level 1 consists of 65 lessons. Every tenth lesson and the last lesson focus on assessment. Each of the instructional lessons, beginning with Lesson 11, is presented in a consistent format, as shown below (earlier lessons do not contain all of these steps).

- A. **Review: Getting Started**—Students read decodable words and sight words that have been previously taught.
- B. **Teach: Something New**—Students are taught a new decoding concept. They practice the new concept by reading words and sentences.
- C. **Apply: Reading Together**—Students read a passage that contains words that have been previously taught or reviewed in at least five lessons. In this section of the lesson, passage vocabulary is introduced, a reading strategy is presented, students answer comprehension questions, and a timed reading is conducted.
- D. **Practice: Workbook Activities**—The workbook provides both teacher-directed and independent activities that reinforce skills presented in the lesson.
- E. **Extra Practice**—This optional portion of the lesson provides an extensive list of words that represent the decoding concept that is the focus of the lesson. These lists can be used to preteach the skill or to give extra practice to students when needed.

LEVEL 1 SKILLS CHART

Level 1 focuses on decoding of one-syllable words.

Decoding Skills

- ◆ Short Vowels
- ◆ Long Vowels
- ◆ Vowel Pairs
- ◆ Hard/soft *c/g*
- ◆ Blends
- ◆ Digraphs
- ◆ *y as i*
- ◆ Silent Letters
- ◆ Controlled-*r*
- ◆ Variant Vowel Pairs
- ◆ Diphthongs
- ◆ Variant Vowel Patterns
- ◆ Plural -es, ies, -ves
- ◆ Contractions
- ◆ Sight Words

Phonemic Awareness

- ◆ Identifying Beginning Sounds
- ◆ Identifying Middle Sounds
- ◆ Identifying Ending Sounds
- ◆ Matching Beginning Sounds
- ◆ Matching Middle Sounds
- ◆ Matching Ending Sounds
- ◆ Identifying Onset and Rime
- ◆ Identifying Rhyming Words

Fluency

- ◆ Choral Reading
- ◆ Repeated Reading
- ◆ Timed Reading

Comprehension Skills

- ◆ Identifying Sequence
- ◆ Using Context
- ◆ Identifying the Main Idea
- ◆ Drawing Conclusions
- ◆ Making Inferences

Reading Strategies

- ◆ Using Prior Knowledge
- ◆ Questioning
- ◆ Visualizing
- ◆ Predicting
- ◆ Summarizing
- ◆ Monitoring

Vocabulary

- ◆ Using Context
- ◆ Giving Definitions
- ◆ Identifying Multiple Meanings
- ◆ Identifying Synonyms and Antonyms

Spelling

- ◆ Word Sorting
- ◆ Copying Words and Sentences
- ◆ Choosing Correct Spellings
- ◆ Dictation
- ◆ Spelling New Words
- ◆ Word Building

Writing

- ◆ Copying Words and Sentences
- ◆ Writing Dictated Words
- ◆ Constructing Short Sentences

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Lesson 11

CVCe long o

Lesson Focus

- **Review:** Short a, plural -s, long CV: long a, i, sight words
- **Teach:** Long o, sight words
- **Apply:** Plural -s, sight words
- **Practice:** Long o, plural -s, sight words

Student Book: pages 24-25

Workbook: pages 24-25

A Review: Getting Started

Direct students to Part A. Have students read Sections 1-4 chorally. Then have students take individual turns reading the words. Use Correction Techniques (see page 15) as needed throughout the lesson.

B Teach: Something New

Say: **In this lesson you’re going to learn about the long o vowel sound.**

Listen to these two words and repeat after me: **rope** (rope) **note** (note). These words have the same sound in the middle. Now listen to each word I say. Show me a thumbs up if the word has the same middle sound as **rope** and **note** or a thumbs down if it doesn’t.

bone tame joke like rose
vote woke sale tone pole

1 Direct students to Section 1 of Part B. Say: **Remember that when a vowel says its name, it is called a long vowel. Listen while I say the long o vowel sound: /ō/** What’s the long sound of o? (/ō/)

All of the words we will read have an e at the end. Remember

A Getting Started

- | | | | | | |
|---------------|-------------|-------------|-------------|-------------|-------------|
| 1. wax | beds | pack | sits | fills | pass |
| tips | nods | tugs | back | pal | gets |
| 2. wave | so | no | hi | quake | we |
| me | late | go | case | gave | he |
| 3. five | tire | ride | bite | vine | pile |
| wise | fire | life | nine | tide | wipe |
| 4. <u>the</u> | <u>a</u> | <u>I</u> | <u>of</u> | <u>was</u> | <u>by</u> |
| <u>her</u> | <u>they</u> | <u>what</u> | <u>when</u> | <u>do</u> | <u>then</u> |
| <u>your</u> | <u>out</u> | <u>my</u> | <u>down</u> | <u>come</u> | |

B Something New

- | | | | | |
|----|-----|--------|---|------|
| 1. | hop | h o pe | → | hope |
| | rob | r o be | → | robe |
-
2. home joke nose tone woke
cone hole hope note rode
lone cove rose mole vote
yoke mope pose pole zone
3. put want she
4. Nick put a note on the pole.
She ran a rope down the side of the hole.
Jake and Jim want to vote in Rome.
I rode to my home in the cove.

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the rule about these words that will help you when you read: **When there is an e at the end of a word, it is always silent, and the other vowel in the word says its own name. What is the rule?** (When there is an e at the end of a word, it is always silent, and the other vowel in the word says its own name.)

Look at the first line. Find the word that begins with an h. Let’s sound out the word. Sound out the letters and blend the word **hop**. What is the word? (hop). Let’s add an e to the end of the word. Remember that when we add an e at the end of a word, the e is always silent, and the other vowel in the word says its

own name. Now let’s say the word together: Sound out and blend the word **hope**. What’s the word? (hope).

Now look at the second line. Find the word that begins with an r. Let’s sound out the word. Sound out the letters and blend the word **rob**. What is the word? (rob). Let’s add an e to the end of the word. Keep in mind our rule about the silent e. Now let’s say the word together: Sound out and blend the word **robe**. What’s the word? (robe).

2 Say: Let’s read the word list. The list has words with the long o and silent e.

Continuous Review Cycle

Explicit Blending

Sight Word Instruction

Phonemic Awareness Warm-up

Scripted Direct Instruction

Sentence Reading

C Reading Together

I Can Fix Eggs

1 My dad is a big fan of eggs. This is what I do to fix eggs for him. 11
18
I tap the egg on the rim of a mug.¹ 28
Then I tug on it to get the egg in the mug. 40
5 I mix up the eggs well.² 46
Then I add the egg mix to a hot pan.³ 56
I let the eggs jell. Then Dad comes down and has his hot eggs!⁴ 65
70

Fully Decodable Reading Passage

25

Lesson 11

Reading the Passage

First reading. Have students read the entire passage chorally.

Second reading. Have students take individual turns, each reading a few sentences or a paragraph. When the reader comes to a small number at the end of a sentence, ask the corresponding question.

1. Where do you tap the eggs? (on the rim of a mug) See line 3.
2. Where do you mix the eggs? (in the mug) See lines 4–5.
3. What do you cook the eggs in? (in a hot pan) See line 6.
4. What do the eggs do before you can eat them? (jell in the pan) See line 7.

Third reading. Conduct a silent timed reading (see page 21 for instructions). Then ask the questions below.

1. What should you do after you tap the shells on the rim of a mug? (You should tug on the shells to get the eggs in the mug.) See line 4.
2. What should you do after you add the egg mix to the pan? (You should let the eggs cook.) See lines 6–7.
3. Why should you add oil to the pan before you add the eggs? (The oil will keep the eggs from sticking to the pan.) See lines 6–7.
4. What utensil could you use to mix the eggs? (a fork) See lines 3–5.
5. What does the word jell mean in this story? (to become firm) See lines 6–8.

Questions for Guided Reading

Timed Reading for Fluency

Follow-up Comprehension Questions

3 Present sight words.

4 Have students read the sentences.

C Apply: Reading Together

Introducing Vocabulary

Read the words and example sentences to students. See p. 19 for vocabulary teaching strategies.

fan—That rock band has many **fans**. (fan: an admirer or devoted supporter)

fix—My mom and I **fix** dinner together. (fix: to prepare)

rim—The **rim** of that plate is chipped. (rim: a curved edge or border)

Passage Introduction

Say: **This is a story about cooking eggs. Do any of you know how to cook eggs?** (Ask other appropriate questions.)

Say: **Here's a strategy that will help you understand and remember what you read. It is called "Sum It Up." As you read, pause every now and then to put what you just read into your own words. For example, after you read the first few sentences of this story, stop and tell yourself what has happened.**

Vocabulary Instruction

Reading Strategies Support

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Lesson 11

Guided Practice in Comprehension, Phonemic Awareness, and Decoding

Working Together

A Choose the correct answer.

- Jell
 - Mugs
 - Pans
 - Eggs
- Mix the eggs in a pan.
 - Let the eggs jell.
 - Tap it on a mug.
 - Mix it in a mug.
- In a mug
 - In a hot pan
 - In the egg
 - On the fan.
- The eggs go in a mug.
 - You tap the eggs.
 - The eggs jell.
 - You get a pan.

B Write the words.

down want put come she

1. she 2. down 3. put 4. want 5. come

C Write the sentence.

Dan got back at six.

Try It Out

D Write the sentence.

Can Ed go to the bake sale with me?

Can Ed go to the bake sale with me?

24

E Change the a or i to o in each word.

cave cove lane lone wake woke
ride rode male mole tire tore

F Choose the correct spelling. Write the word.

woke wokl woke vome vote vote
tap ltid tap sape sale sale

G Make a sentence with the words.

kite a his Mike pal for made

Mike made a kite for his pal.

H Draw a line under the o.

zone nose luck mope rake
ran rode he tone home

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Independent Practice in Decoding, Spelling, Writing, and Sight Words

D Practice: Workbook Activities

Directed Practice: Working Together

A. Have students open their books to the reading passage in Lesson 11. They will use this passage as reference to answer the following questions. Read the questions and answer choices. For each question, ask students to choose the correct answer and underline it. Students may refer to the passage to answer the questions.

- What does Dad like to eat?
 - Jell
 - Mugs
 - Pans
 - D. Eggs
- How do you crack an egg?
 - Mix it in a pan.
 - Let the eggs jell.
 - C. Tap it on a mug.
 - Mix it in a mug.
- Where do you cook the eggs?
 - In a mug
 - B. In a hot pan
 - In the egg
 - On the fan

- How can you tell when the eggs are done cooking?
 - The eggs go in a mug
 - Tap the eggs
 - C. The eggs jell
 - You get a pan

B. Read the following words slowly, blending the sounds for easy identification. Tell students to write each word, looking to the word list for reference.

1. she 2. down 3. put 4. want 5. come

C. Tell students that they will be writing down a sentence that you read out loud. Read the following sentence once slowly. Then ask students to write the sentence. Repeat the sentence several times, until students have completed writing.

Dan got back at six.

Individual Practice: Try It Out

Now instruct students to work independently on the activities on the rest of the pages. Work through a sample item in each section to familiarize students with each activity if necessary.

E Extra Practice

hop h o pe → hope
rob r o be → robe

Large Text for
Blending
Instruction

cope	note	lone	pole	vote	rode
mope	lope	vote	code	nope	lone
Rome	hope	robe	pose	tone	robe
cone	nose	dole	nose	node	woke
yoke	mode	hone	rope	home	joke
zone	hole	pope	dome	Nome	sole
rode	lope	mode	hope	cope	bone
bone	hose	sole	mole	woke	wove
code	tome	vote	zone	dome	rote
woke	lobe	note	hole	hose	yoke
nose	joke	cove	dole	lode	rope
tone	bone	home	bone	cone	rose
dome	joke	lone	rose	dome	zone
home	sole	mope	cove	mole	lode
robe	nose	lobe	poke	hone	role
cove	pose	tone	quote	yoke	note

Extra Practice
Word Lists in
Each Lesson

HIGH NOON READING

LEVEL 2

Teacher's Edition

**Deborah Akers
Rick Brownell**

**HIGH NOON BOOKS
Novato, California**

LEVEL 2 SKILLS CHART

Level 2 focuses on decoding of multisyllable words.

Decoding Skills

- ◆ Review of Level 1 Skills
- ◆ Inflectional Endings
- ◆ Possessives
- ◆ Comparatives
- ◆ Compound Words
- ◆ Prefixes
- ◆ Suffixes
- ◆ Syllable rules
- ◆ Schwa/Accent
- ◆ Irregular plurals
- ◆ Multiple Affixes
- ◆ Word Families
- ◆ Homographs
- ◆ Homophones
- ◆ Unusual Word Endings

Comprehension Skills

- ◆ Identifying Sequence
- ◆ Using Context
- ◆ Identifying the Main Idea
- ◆ Drawing Conclusions
- ◆ Making Inferences

Reading Strategies

- ◆ Using Prior Knowledge
- ◆ Questioning
- ◆ Visualizing
- ◆ Predicting
- ◆ Summarizing
- ◆ Monitoring

Fluency

- ◆ Choral Reading
- ◆ Repeated Reading
- ◆ Timed Reading

Vocabulary

- ◆ Using Context
- ◆ Giving Definitions
- ◆ Identifying Multiple Meanings
- ◆ Forming Compound Words
- ◆ Understanding Root Words and Affixes

Writing

- ◆ Copying Words and Sentences
- ◆ Writing Dictated Words
- ◆ Writing Dictated Sentences
- ◆ Writing One-Word Answers
- ◆ Writing One-Sentence Answers
- ◆ Constructing Longer Answers to Writing Prompts

Spelling

- ◆ Word Sorting
- ◆ Dictation
- ◆ Spelling New Words
- ◆ Writing Sentences
- ◆ Choosing Correct Spellings
- ◆ Word Building
- ◆ Proofreading

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Lesson 26

Syllable rules: Short VCV

Lesson Focus

Review: Suffixes: *-less, -ness, compound words, inflectional endings -ies, -ied, word building*

Teach: Syllables: *short VCV*

Apply: Suffixes: *-less, -ness*

Practice: Syllables: *short VCV, suffixes: -less, -ness*

Student Book: *pages 54-55*

Workbook: *pages 54-55*

A Review: Getting Started

Direct students to Part A. Have students read Sections 1-3 chorally. Then have students take individual turns reading the words. Use Correction Techniques (see page 15) as needed throughout the lesson.

In Section 4, have students read each line of words chorally. Then have students take individual turns reading the words. Repeat this process for each line of words. Use Correction Techniques (see page 15) as needed.

B Teach: Something New

Say: **In this lesson you’re going to learn about the short VCV syllable pattern. Remember that knowing the different ways that words divide into syllables will help you know how to pronounce an unfamiliar word.**

I am going to say some two-syllable words. I want you to give a thumbs up if the first syllable of the word is closed, or has a short vowel sound. Here is an example: wagon . . . the first syllable in that word has the short a sound, so it is a *closed* syllable. If the

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A Getting Started

- | | | | | | |
|----|-----------|----------|-----------|-----------|----------|
| 1. | restless | kindness | classroom | pennies | carried |
| | stillness | rowboat | worries | hurried | helpless |
| 2. | catches | traded | riches | houses | landed |
| | hungry | number | summer | puppet | cotton |
| 3. | direct | open | begin | elect | pupil |
| | silent | bacon | spider | vapor | July |
| 4. | use | → using | useful | useless | |
| | like | → unlike | likely | likeness | |
| | thank | → thanks | thanked | thankless | |
| | dry | → dries | dried | dryness | |

B Something New

- 1.
- | | | |
|----------|---|-------|
| sēv • en | → | seven |
| VC V | | |
| rōb • in | → | robin |
| VC V | | |
- 2.
- | | | | | |
|--------|--------|--------|--------|--------|
| ever | never | wagon | finish | magic |
| lever | cabin | visit | river | second |
| modest | model | planet | shadow | camel |
| habit | panel | limit | comet | rapid |
| credit | travel | level | rapid | vanish |
| solid | punish | prison | salad | melon |
3. An old wagon was wrecked by the side of the river. Mattie said, “We will have to travel all day to get to the cabin. I only hope to finish second in the race this weekend. The spaceship will visit two planets over the course of a year.

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word’s first syllable does not have a short vowel sound, give a thumbs down. Now listen carefully:

solid	below	planet
acorn	basic	radish

1 Direct students to Section 1 of Part B. Say: **In the last few lessons, we have been learning some of the most common ways that two-syllable words divide. When you come to a VCV word, where there is one consonant in the middle, sometimes the first syllable divides before that consonant and sometimes it divides after the consonant. In the last lesson, you learned that when the word divides before the consonant the**

first syllable is an open syllable. What makes it an open syllable? (it ends with a vowel). What is the vowel sound in an open syllable? (a long sound).

Sometimes in a VCV word, the syllables divide after the consonant, instead. Then the first syllable is a closed syllable. What is the vowel sound in a closed syllable? (a short sound). When you come to words that have one consonant in the middle, you can try dividing the word after the consonant and pronounce the first syllable with a short vowel sound. How can you divide words that have one consonant in the middle? Have students repeat rule.

Continuous Review Cycle

Word Building Practice

Explicit Blending

Sentence Reading

Phonemic Awareness Warm-up

Scripted Direct Instruction

C Reading Together

Peggy Fleming

1 Peggy Fleming was born on the West Coast and grew up in a lively home with three sisters. She liked to climb trees, and she liked to play baseball. She was not a kid with a big dream. But all of that changed forever when Peggy Fleming put on her first pair of skates and glided over the glassy ice. She was nine years old. Within a few short years, her name would be a household word. She would go for the gold. She would skate into the Hall of Fame.

15 From the start, Peggy showed that she was willing to work hard to learn her sport. But a big setback came when Peggy was just 11 years old. Her coach was killed in a plane crash that took the lives of the 1961 U.S. skating team. Peggy had to start all over with a new coach. It was up to her and other hopeful young skaters to rebuild the team and help the sport come back from such an awful loss.¹ Peggy skated through her sadness. She faced hardships and bravely worked her way up to greatness in the ice skating world.

30 Peggy's graceful style and beauty on the ice came from hours of dance classes. Her skill came from endless hours at the rink going over each twist and turn from edge to edge countless

6 times.² Her fearless jumps came from the steel-like strength that lifted her high into the air. All of these things together made Peggy Fleming the best ice skater in the world.

46 From 1964 to 1968, Peggy was the U.S. champ five times. She became world champ in 1966 and 1968, the same year she won the gold for the U.S. in France.³ She then turned pro, touring the world and bringing skating into countless living rooms throughout the U.S. She was named to the skating Hall of Fame in 1978.

55 Today, Peggy is still first in the hearts of skating fans worldwide. She is tireless in her work for health and fitness, and she reports for ABC Sports.⁴ She plays with her grandson, and now and then she glides over the ice with that same sweetness that has earned her fans for nearly 40 years.

Fully Decodable Reading Passage

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Lesson 26

Fleming, who won an Olympic gold medal in ice-skating in 1968. Do any of you enjoy watching skaters compete in the Olympics? Ask other appropriate questions.

Reading the Passage

First reading. Have students read the entire passage chorally.

Second reading. Have students take individual turns, each reading a few sentences or a paragraph. When students come to the small number 1, use the following statement to model strategic thinking.

1. Say: **As I'm reading this article, I am thinking about whether I understood what I just read. I'm not sure that I understand what was the awful thing that happened to the US. Skating Team, so I am going to reread the last few sentences.**

Model the "Check It" strategy by rereading several previous sentences, then checking with students to confirm that the US. Skating Team's awful loss was the plane accident in which the entire team was killed.

Say: **"Check It" is a good strategy to remember when you are reading a passage. As you read, think about whether what you have just read makes sense. If it doesn't, go back and reread the part that's confusing.**

Ask the corresponding questions as readers come to the remainder of the small numbers throughout the paragraph.

2. Where did Peggy practice her skating? (on a rink) *See lines 34-38.*
3. What year did Peggy win the gold medal? (1968) *See lines 46-48.*
4. Who does Peggy do reports for now? (ABC sports) *See lines 56-58.*

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Modeled Reading Strategies Support

Questions for Guided Reading

Now we're going to read VCV words that divide after the consonant. Look at the first word, the word that begins with an *s*. Let's sound out the word. Sound out the letters and blend the word *seven*. **What's the word?** (seven).

Now look at the next word, the word that begins with an *r*. Let's sound out this word. Sound out the letters and blend the word *robin*. **What's the word?** (robin).

2 Let's read the word list. The list has words with a short VCV syllable pattern.

3 Have students read the sentences.

C Apply: Reading Together

Introducing Vocabulary

Read the definitions and sentences to students. See p. 19 for vocabulary teaching strategies.

glide—Swans **glide** smoothly across the lake. (glide: to move smoothly and without effort)

setback—Our football team faced a **setback** when we lost the game. (setback: an obstacle; something that keeps you from going forward)

countless—There are **countless** ways that we can help out in our neighborhood. (countless: many)

Passage Introduction

Say: **This is an article about Peggy**

Vocabulary Instruction

Lesson 26

Working Together

A Put in the numbers 1, 2, and 3 to show the right order. Then write the dictated sentence on the lines.

2 Peggy won the gold in 1968.
1 Peggy was born on the West Coast.
3 Now, Peggy works for ABC Sports.
Peggy Fleming trained for years before she won the gold.

Finish the words.

1. hobbies 2. clapping 3. taking
 4. spilled 5. stormy 6. stepped
 7. weeding 8. nodded 9. creeping

C Write the sentence.

The dog was restless, waiting for Jim to come.

Try It Out

D Write the word that is made from the two smaller words.

1. with + out = without
 2. book + mark = bookmark
 3. flag + pole = flagpole
 4. foot + ball = football
 5. sail + boat = sailboat

54

E Count the syllables in each word. Sort the words.

wear	kindness	fearless	warmly	find
endless	aimless	fries	sleepless	crate

one syllable

wear
find
fries
crate

two syllables

kindness
fearless
warmly
endless
aimless
sleepless

F Read each sentence. Find the word from the box that will complete the sentence. Write the word on the line.

graceful	countless	glides	setback
----------	-----------	--------	---------

1. The sled picks up speed as it glides down the hill.
 2. Danny had a setback when he didn't pass the test.
 3. The geese were countless as they landed on the lake.
 4. When we went camping there were graceful stars in the sky.

G Write each word without the ending.

1. raking rake
 2. slipped slip
 3. spotty spot
 4. sobbed sob
 5. stored store

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Guided Practice
in
Comprehension,
Vocabulary,
Syllabication, and
Decoding

Independent
Practice in
Decoding,
Syllabication,
Spelling, Writing,
and Word
Building

Timed
Reading for
Fluency

Follow-up
Comprehension
Questions

Third reading. Conduct a silent timed reading (see page 21 for instructions). Then ask the questions below.

1. What does the word *glassy* mean in this article? (smooth)
2. How did Peggy learn to skate so gracefully? (dance classes) *See lines 32-38.*
3. When did Peggy Fleming turn pro? (after she won the gold medal) *See lines 49-51.*
4. Does Peggy Fleming still skate? (yes) *See lines 58-62.*
5. Did Peggy always want to be an Olympic skater? (no) *See lines 5-10.*

D Practice: Workbook Activities

Directed Practice: Working Together

A. Have students open their books to the reading passage in Lesson 26 for reference. Tell students that they will read three sentences together. Then they

will decide the correct order for the sentences and place 1, 2, and 3 appropriately by each. Read the three sentences. Ask students to write the numbers on the line by each sentence.

2 Peggy won the gold in 1968.
1 Peggy was born on the West Coast.
3 Now, Peggy works for ABC Sports.

Then tell students that they will be writing down a sentence that you read out loud. Read the following sentence once slowly. Then ask students to write the sentence. Repeat the sentence several times, until students have completed writing.

Peggy Fleming trained for years before she won the gold.

B. Read each word slowly, blending the sounds for easy identification. Tell students to fill in the missing parts of each word.

- | | | |
|------------|-------------|-------------|
| 1. hobbies | 2. clapping | 3. taking |
| 4. spilled | 5. stormy | 6. stepped |
| 7. weeding | 8. nodd | 9. creeping |

Lesson 26

C. Tell students that they will be writing down a sentence that you read out loud. Read the following sentence once slowly. Then ask students to write the sentence. Repeat the sentence several times, until students have completed writing.

The dog was restless, waiting for Jim to come.

Individual Practice: Try It Out

Now instruct students to work independently on the activities on the rest of the pages. Work through a sample item in each section to familiarize students with activities if necessary.

E Extra Practice

sēv • en → seven
VC V
rōb • in → robin
VC V

vanish	cabin	river	visit	salad
punish	wagon	melon	modest	never
level	solid	travel	shadow	lever
comet	second	prison	panel	finish
rapid	credit	camel	model	magic
limit	ever	planet	rapid	habit

punish	planet	melon	modest	never
level	solid	travel	lizard	lever
metal	cabin	river	visit	venom
dragon	second	prison	panel	atom
rapid	talon	camel	solid	magic
satin	perish	planet	rapid	habit

metal	moment	merely	visit	venom
motor	planet	harmless	funnier	funnel
cleaned	solid	travel	lizard	basket
rewrite	lifeless	husband	panel	atom
mutant	talon	camel	solid	magic
satin	perish	softness	rapid	mouthful

Extra Practice
Word Lists in
Each Lesson