

INSTANT READERS™ CD-ROMs



On-line Teacher's Guide

**HARCOURT
BRACE**

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Welcome to the INSTANT READERS™ CD-ROMs

The INSTANT READERS are accessible and predictable patterned books that develop reading fluency and confidence, making children feel like real readers almost *instantly*. The complete first grade program, on twelve CDs, includes a set of 64 electronic books divided into five levels. Each INSTANT READER is also available as a printed book. The INSTANT READERS CD-ROMs can be used with or without the printed books. The computer-assisted independent reading practice provided on these CD-ROMs enhances the emergence of virtually all children as independent readers, but proven intervention strategies make these little electronic books especially valuable for underachievers.

Delightful experiences before, during, and after reading provide valuable reading support:



LOOK

The *Look* section of each book provides a preview of the book's story line and sentence patterns. Through *Look*, children gain an idea of what they will encounter when they try to read the book independently—helping ensure that their reading experiences will be successful.



READ

In *Read*, children have the option of reading the book independently or hearing the book read aloud. They can also record and listen to their own reading. Teachers can keep students' recordings as a kind of electronic portfolio.



PLAY

In *Play*, children can choose from learning games directly related to the book they've just completed. These games reinforce reading comprehension, phonics, word recognition, reading fluency, spelling, and writing. Every book includes an activity in which children can paint a picture and write a story that the computer reads to *them!*

Because of the program's highly intuitive interface, all of these activities are easily accessible even to the *novice* computer user – and audio instructions are available in English and Spanish!

GETTING STARTED

Macintosh® Installation and Start-Up

System Requirements

- Macintosh II Family/System 7.1 or above
- 5-MB RAM (8-MB RAM for recording)
- Hard drive
- CD-ROM drive (double-speed, or faster, recommended)
- 640X480 256-color monitor

Optional Equipment

- Printer
- Microphone

Installation Instructions

1. Close all applications before running the INSTANT READERS CD-ROM.
2. Insert the CD into your CD-ROM drive. The INSTANT READERS icon will appear on your Desktop.
3. Double-click the INSTANT READERS icon to start the program.

NOTE: This program requires that Sound Manager and Speech Manager be installed in the System folder. These extensions are part of System 7.1. We have included these extensions on the CD should you need them. To install Sound Manager and Speech Manager drag the icons onto the System folder on your hard drive (You will need to install Sound Manager and Speech Manager only once.) Now restart your machine.

Windows® Installation and Start-Up

System Requirements

- 486 CPU 33Mhz
- Hard drive
- 8-bit sound card
- 640X480 SVGA 256-color monitor
- CD-ROM drive (double-speed, or faster, recommended)
- Windows 3.1

Optional Equipment

- Printer
- Microphone

Installation Instructions

1. Close all applications before running the INSTANT READERS CD-ROM.
2. Insert the CD into your CD-ROM drive.
3. Choose **Run** from the File menu in Program Manager; or, if you are in Windows 95, choose **Run** from the Start menu.
4. Type **x:\Setup.exe** (replacing the initial “x” with the name of your CD-ROM drive).
5. Double-click the INSTANT READERS icon to start the program

NOTE: The INSTANT READERS CD-ROM icon will be installed in a Program Group named “INSTANT READERS.”

Using the INSTANT READERS CD-ROMs

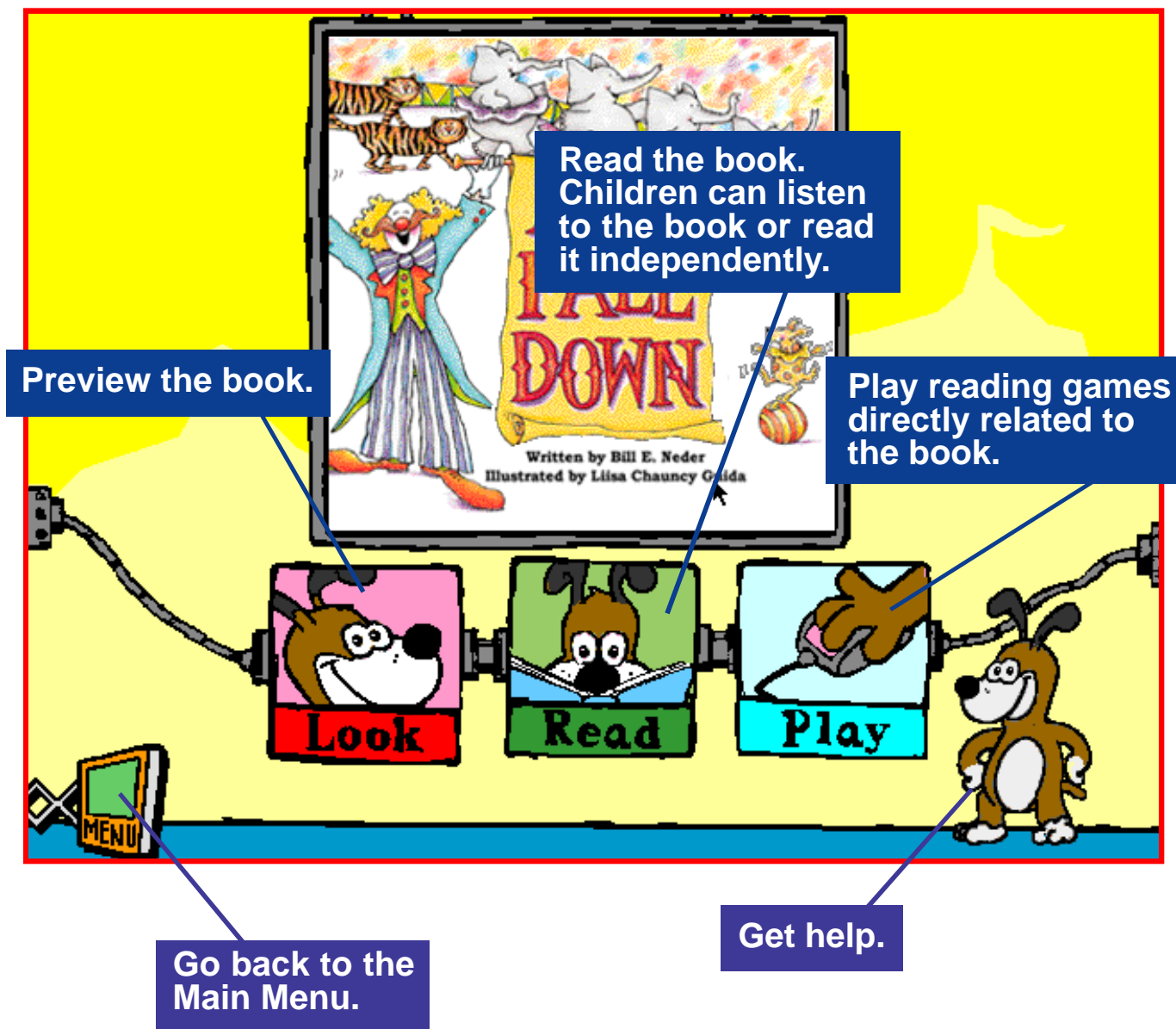
MAIN MENU

The Main Menu displays the books that are available on this CD-ROM. The simple interface allows young children to navigate with ease.



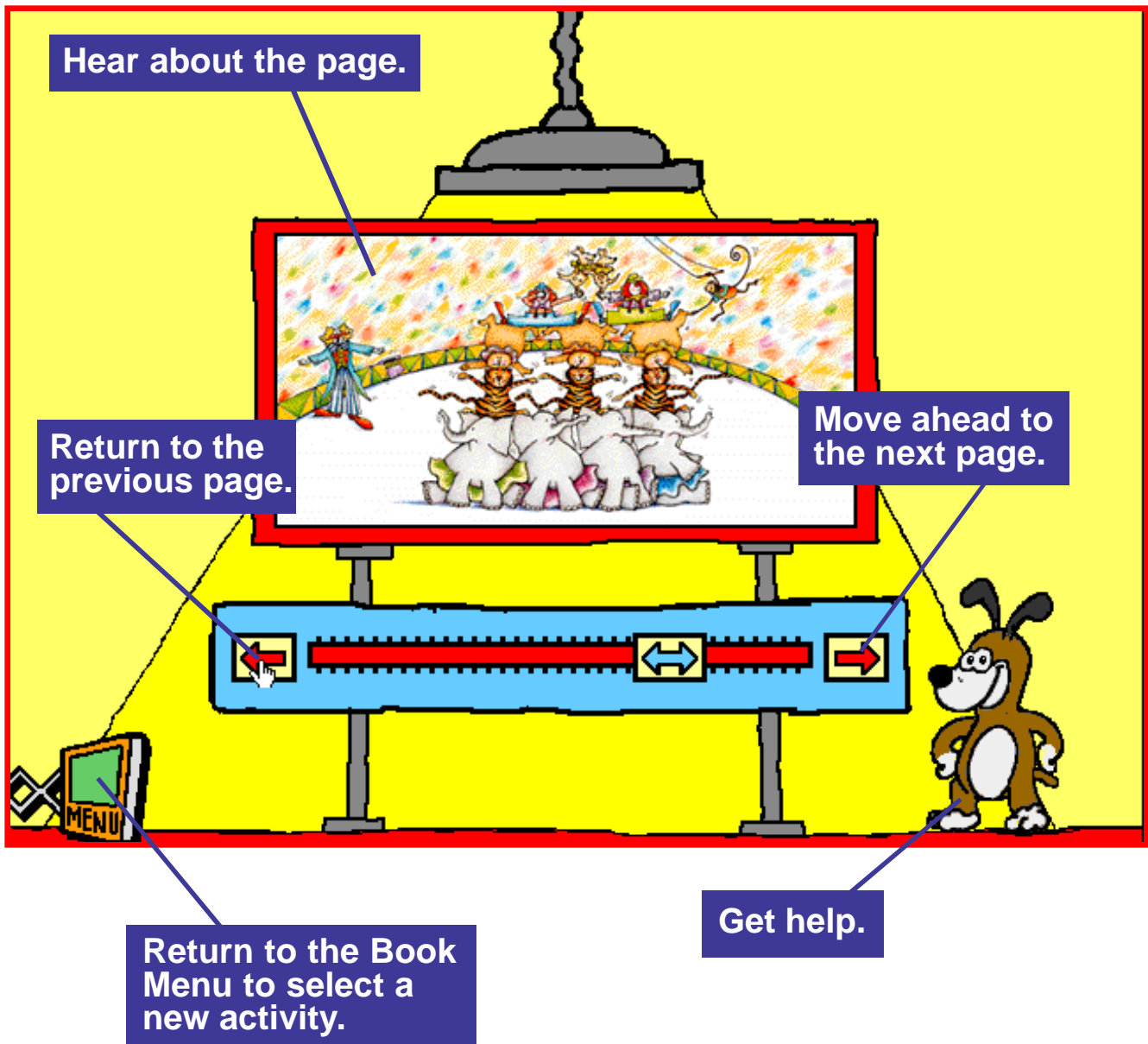
BOOK MENU

The Book Menu shows the activities available for the book.



LOOK

Look previews the basic story line and introduces sentence patterns in the book. Giving children an idea of what they will encounter in a book helps ensure a successful reading experience.



READ

In *Read*, children can choose to read the book independently or have it read to them.

Children can click on the button and have the text read to them. As the text is read, the words are highlighted. This reinforces that reading is "talk written down." Children can also click on an individual word and hear it read. These features provide children with individualized word support.

If the teacher selects the Record Option, children can record their reading of a page by clicking on the microphone, and then listen to their recording by clicking on the headphones. This recording can also be saved for the teacher to listen to later. Directions for completing running records of children's reading progress are provided in the Assessment section of this Teacher's Guide.

● The tigers climb up.

● The bears climb up.



Return to the Book Menu to select a new activity.

Go on to next page.

Get help.

PLAY

In *Play*, children can select the game they want to play. Each game reinforces the skills, strategies, and concepts in the book it accompanies.

Select a game.



Return to the Book Menu to select a new activity.

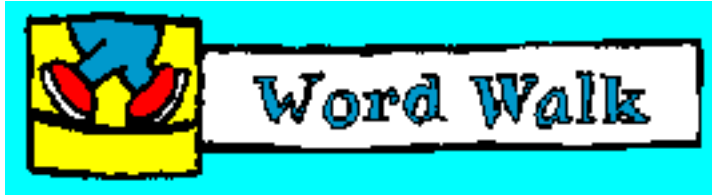
Get help.

PLAY

Options in *Play* include:

WORD WALK

A scrambled sentence from the book appears on the screen for children to unscramble. This activity develops the concepts of *words* and *sentences*—and reinforces reading comprehension.



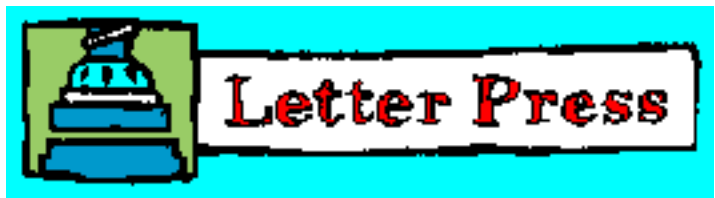
PHONICS FLING

This arcade-type game develops children's knowledge of phonograms and individual sound/letter relationships.



LETTER PRESS

In *Letter Press*, children have the opportunity to spell words they are learning to decode and form picture-word cards. This activity helps children see the relationships between reading and writing.



THINK TWICE

This memory game builds thinking skills as well as reading comprehension, word recognition, and phonics skills.



COLOR WRITE

Children electronically paint and then write about an illustration from the book. They will be delighted to discover that the computer can read aloud what they have written! Words from the book that children may want to use in their stories appear in the Color Write Word List.



Game Directions

This section shows you how to play the games that are listed on the Play Menu.

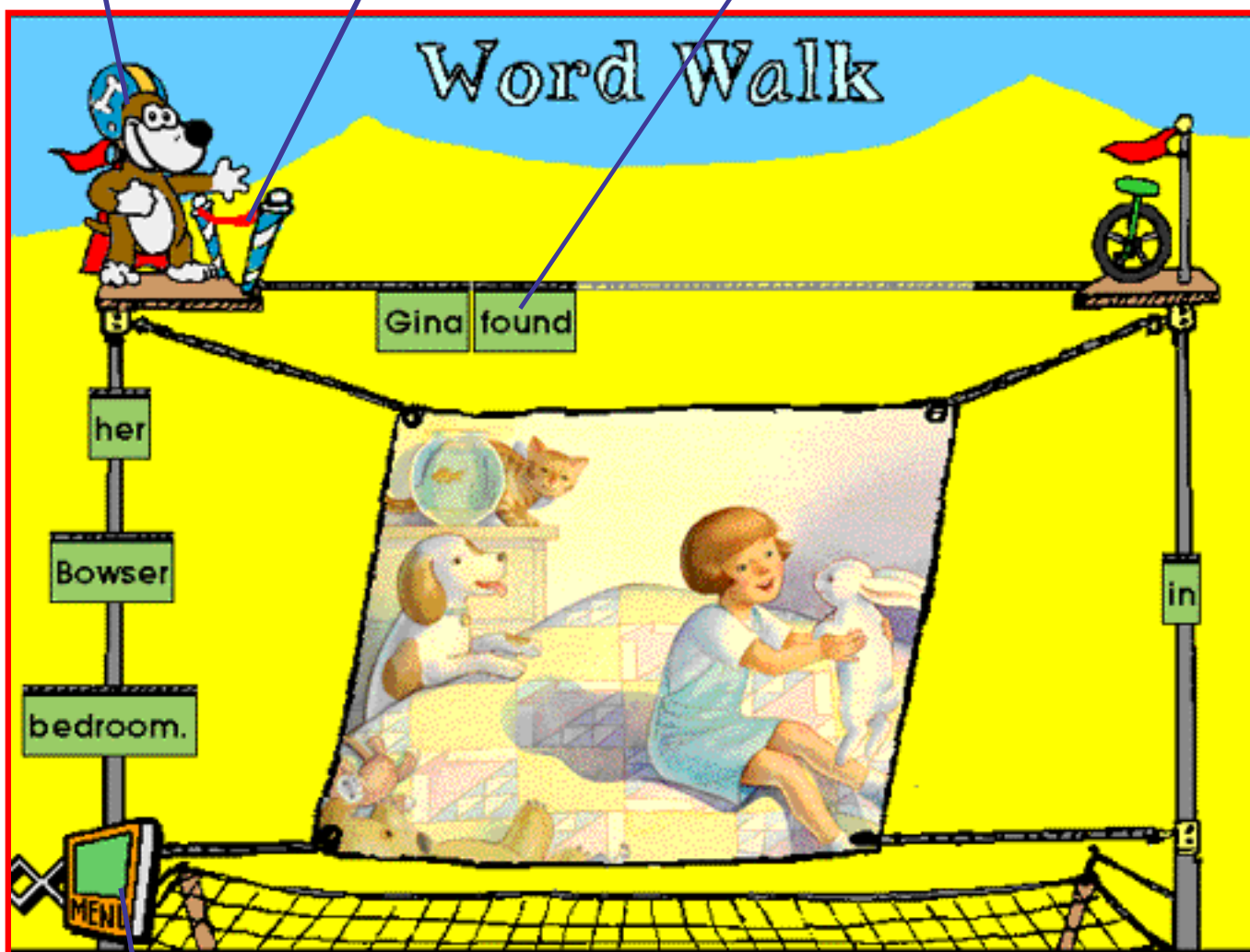
WORD WALK

A sentence that tells about the picture appears on the rope. Then the sentence is scrambled. Put the sentence back in order by dragging the word tiles up to the rope.

Click here to get help.

Click the gate to check your answer.

Click and drag the word tiles up to the rope to put the sentence back in order.



Click here to return to the Play Menu to select a new activity.

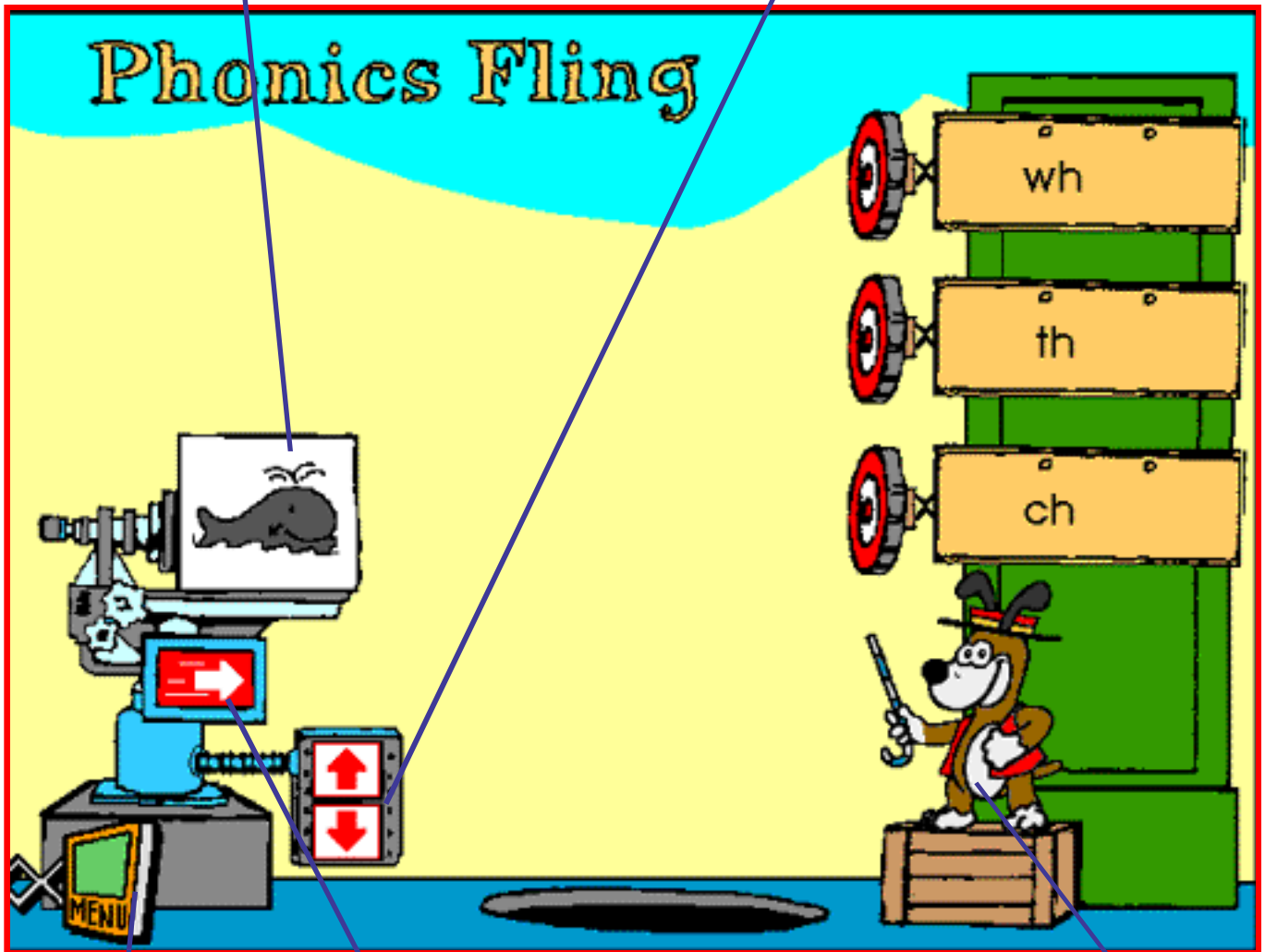
NOTE: As needed, on-screen assistance is provided to guide children in answering correctly.

PHONICS FLING

Match each picture to the letters in its name.

Click on the picture to hear the word repeated.

Use the up and down arrows to move the picture.



Click here to return to the Play Menu to select a new activity.

Use the white arrow to fling the picture.

Click here to get help.

LETTER PRESS

Spell the name of each picture.

Click on the picture to hear the word repeated.

Click on the red handle to check your answer.



Click here to return to the Play Menu to select a new activity.

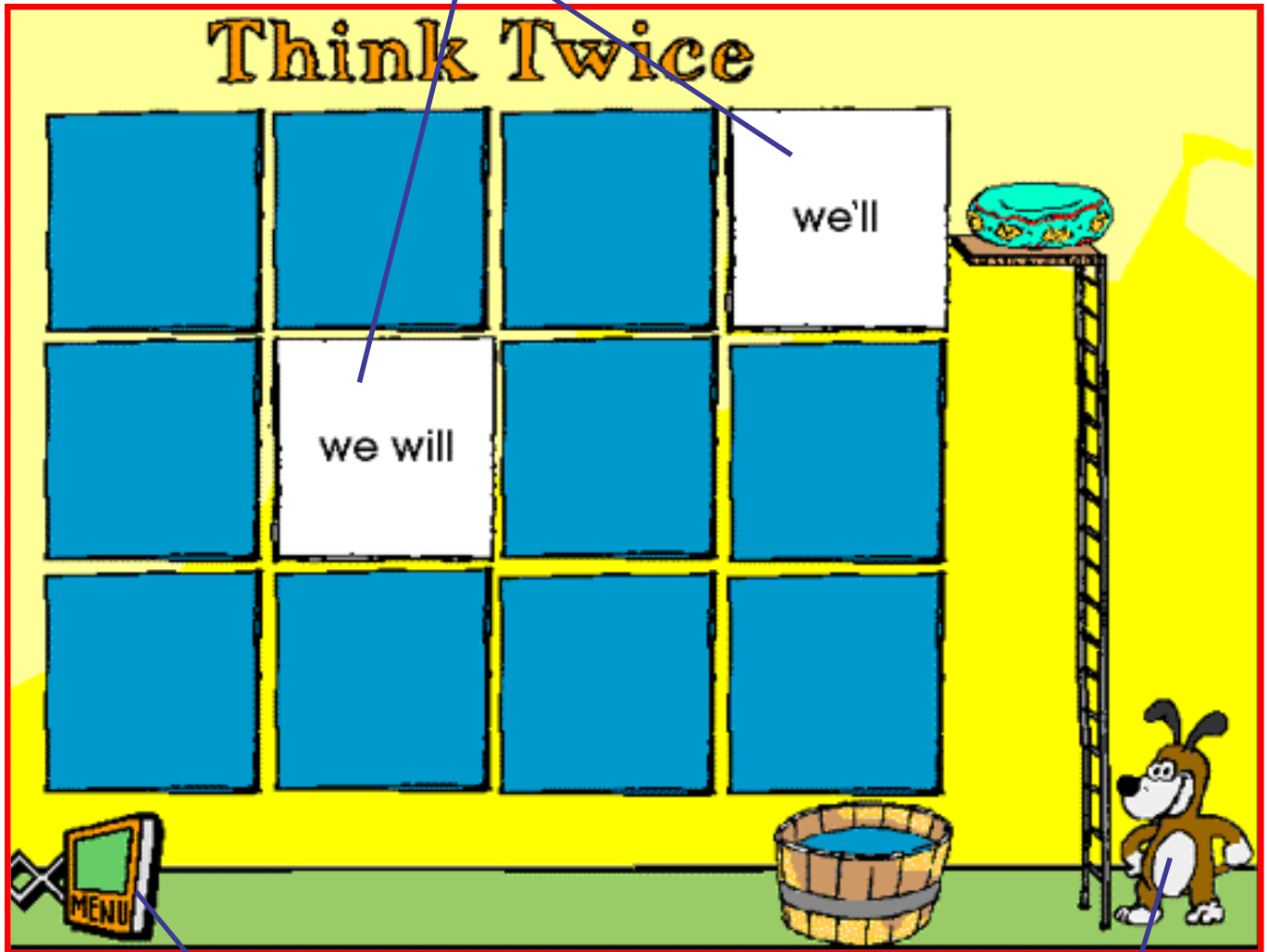
Click and drag the correct letter tiles between the press to make the word.

Click here to get help.

THINK TWICE

Find the two tiles that go together.

Click on the tiles to find a matching pair.



Click here to return to the Play Menu to select a new activity.

Click here to get help.

COLOR WRITE

Color a picture from the book. Then write about the book.

Click on the dot to hear your story read aloud.

Click on a color. Then click on the part of the picture you want to paint that color.

Click here to open the Word List. Click on a word to hear it read. Click here again to close the Word List.



● These wolves are howling. They like to howl together.

Click here to return to the Play Menu to select a new activity.

Use the keyboard on your computer to type your story.

Click here to get help.

Click here to print your story and picture.

TEACHER OPTIONS

The Teacher Management functions allow you to determine a variety of options for your class. To access the Teacher Management functions from any screen, press the Control-Option-Shift keys (Macintosh) or press the Alt-Control-Command keys (Windows).

Creating a Student List and Class List will activate the Sign On screen. By choosing the Printing Options, Recording Options, and Saving Options, you can allow children to print in color, record, and save their work.

Children can print an outline of their Color Write stories which they may color at their desks or at home. The computer will automatically print black-and-white line-art unless the option for grayscale/color is selected. When the grayscale/color printing option is selected, the illustration prints as it was painted on the computer.

The screenshot displays the 'TEACHER OPTIONS' interface. On the left, there are two scrollable lists: 'STUDENT LIST' containing names like Becky, Joey, Craig, Linda, Susan, Robert, Emma, and David; and 'CLASS LIST' containing Adams, Jones, Smith, and Williams. Below these lists are buttons for 'Add a Name', 'Add a Class', and 'How to Input and Delete Data'. On the right, there are four main sections: 'PRINTING OPTIONS' with checkboxes for 'Allow Printing' and radio buttons for 'B/W Line Art' (selected) and 'Grayscale/Color'; 'RECORDING OPTION' with a checked 'Enable Audio Recording' and a warning icon indicating 'Requires microphone and 8 MBs of RAM.'; 'SAVING OPTIONS' with checked boxes for 'Save Color Write text into text files on the hard disk.' and 'Save Audio Recording to hard disk.', with a warning icon indicating 'Requires 1 Megabyte of free hard drive space per student per CD.'; and 'LANGUAGE SUPPORT OPTIONS' with radio buttons for 'English' (selected), 'Español', and 'Student's Choice'. A 'Save and Exit' button is at the bottom right.

When the Saving Options are activated, the program automatically saves children's Color Write stories and/or the recording of their reading.

When the Language Support Options are activated, children can hear the directions in English or Spanish.

When the Recording Option is activated, children can record their own reading of a book.

Using the Teacher Options

Macintosh and Windows

Student List and Class List

Creating a Student List and Class List activates the Find Your Name screen. This screen allows students to sign on, which enables the program to track students' work by saving it in individual folders.

How to Input and Delete Data Button

A Help screen appears with information on how to input and delete class and student information. Click anywhere on the screen to exit the Help screen and return to the Teacher Options.

Creating a Class List

To create a Class List, click the **Add a Class** button. When the dialog box appears, enter the class name, and click **OK**.

Creating a Student List

To create a Student List, highlight the Class name that will contain the Student List and click the **Add a Name** button. When the dialog box appears, enter the student's name, and click **OK**.

Deleting a Class Folder

To delete a Class folder, use the Finder (Macintosh), File Manager (Windows 3.1) or Winfile (Windows 95) to open the Classes folder under "Instntg1." Select the Class folder you want to delete and use the System's delete function.

Deleting a Student Folder

To delete a Student folder, open the Classes folder under "Instntg1" and open the Class folder containing the student folder you want to delete. Select the student folder and use the System's delete function.

Printing Options

A printer icon appears on the Color Write screen. Click the icon to print the Color Write stories. The computer will automatically print black and white line-art unless the option for grayscale/color is chosen.

Black and White

Selecting the **B/W Line Art** option prints out the Color Write picture in line-art. This enables students to color their own pictures.

Grayscale/Color

Selecting the **Grayscale/Color** option prints out the Color Write picture in color when using to a color printer and in shades of gray when using a black and white printer.

Recording Option

For audio recording, your computer will need a microphone and 8 MBs of RAM. Students are able to record and listen to themselves reading the book. After students leave the book, their audio recordings are erased. If you want to save student's recordings, see "Saving Audio Recordings" below.

Saving Options

Saving Color Writes

To enable the automatic save function, select the **Save Color Write text**. The Color Write text is saved as a text file under the student's folder in the "Instntg1" folder. Your computer will need at least 1 MB of free hard drive space per student per CD-ROM to save Color Write text.

Reading Color Writes

The file can be opened from any word processing program. You can also double-click on the file to open it in Simple Text, the Macintosh System's word processing program, or Notepad, the Windows System's word processing program.

Saving Audio Recordings

To save students' audio recordings, click **Save Audio Recording**. Your computer will need a microphone and 8 MBs of RAM.

Listening to Audio Recordings

To hear a student's audio recording, enter the program under the student's name and enter the name of the book you want to review. Enter the Read section, and click on the headphones icon to listen to the student's reading of the book.

Saving and Exiting Teacher Options

When you have completed selecting the Teacher Options, click the **Save and Exit** button. The Student List and Class List are saved on the hard drive in the "Instntg1" folder. Each student's work is saved in a folder after he or she signs on.

Language Support Options

The program's audio directions defaults to English but you are able to change it to Spanish by selecting, **Español**. The **Student's Choice** option activates the Language Menu which allows children to choose the language they want to hear.

After the Teacher Options are selected and saved, any CD from the series will access this data.

Teacher Resources

The following resources are included with this Teacher's Guide in the Resource folder on this CD-ROM:

Running Record Forms

The complete text of each book is available in the Resource Folder located on this CD-ROM. These materials can be used to complete running records of children's reading progress. Directions for administering running records appear on pages 20–23 of this Teacher's Guide.

Word Cards

Word cards of all the Color Write Word List words are available on this CD-ROM. These cards can be used in the sentence-building activities and games described in this Teacher's Guide.

Using the Word Cards

Word cards of all the Color Write Word List words can be printed out for use in your classroom. The following off-computer activities and games provide practice with the word cards. Choose the activity best suited to the specific words children are practicing as well as to the needs of the particular group of children. Word cards may also be sent home for children to play any of these activities and games with their families.

Building Sentences

In preparation for this game, prepare enough punctuation cards for each small group or pair of players. Give each group or pair a lunch bag filled with word cards and punctuation cards. Be sure each bag of cards includes nouns, adjectives, articles, and verbs. The object of the game is to make as many sentences as possible out of the word cards in the bag. When the time is up, children read their sentences aloud. The winner of the game is the group or pair with the highest number of complete sentences.

Let's Fish!

To begin this game, place some word cards in a lunch bag. Invite small groups of children to take turns "fishing" by drawing a word card from the bag, reading the word, and using it in a sentence. If the child uses the word correctly, he or she keeps that word card. If the word is incorrectly read or used, the word card returns to the bag. The child with the most "fish," or word cards, wins the game.

Sentence Strips

To prepare for this activity, create several sentence strips based on the stories and the word cards. Display a sentence strip and a random assortment of word cards, including all the words used in the sentence strip. Read the sentence aloud. Then ask volunteers to find each matching word card and place it over the word in the sentence strip.

Role-Play Fun!

For this activity, choose cards that are action words or naming words. Challenge children to pick one card from a bag of word cards and dramatize the meaning of the word for their classmates. Volunteers try to guess the correct word and use the word in an oral sentence of their own.

Make a Riddle

Have children work in pairs for this activity. Give a word card to each pair and challenge them to make up a riddle for the word. Then have pairs exchange and solve each other's riddles. Offer children one or two examples before they begin working in pairs. For example, *I am the opposite of large. I am _____.* (small)

Bingo

For this game, give each child a sheet of paper on which a grid of eight squares has been drawn. Each child chooses eight word cards from the word card pack, writes a word in each of the spaces on the grid, and returns all the word cards to the pack. To play, choose a word card at random from the pack, read it aloud, and set it aside. If children have that word on their grids, they mark an X on it. The game continues until the first child to mark all his or her words calls out "Bingo." That child wins if all her or his words match the cards that have been set aside.

Memory Game

For this game, print out two sets of identical word cards for each pair of children playing the game. Have each pair of players place the cards face down on a desk. Explain that children will take turns turning over two cards at a time and reading the words. The object of each round is to try to match two identical word cards by remembering where the cards are placed on the desk. When a match is found, the player removes the two cards from play and keeps them in a personal pile. When a match is not found, the player turns the cards face down again. The player with the most pairs of cards at the end of the game is the winner.

Sorting Phonograms

For this activity, label three or four lunch bags with different phonograms. Display a selection of word cards that use each phonogram. Then challenge groups of children to sort the word cards by phonogram, read the words on the cards, use each word in a sentence, and then put the word cards into the correct bags.

Guess that Word!

For this game, give a set or bag of word cards to each small group of players. In each group, a player chooses a word card from the set and gives clues about the word to the other group members. For example, a child might give the following clues: *I eat this food in the morning. The word begins with e.* The player who guesses correctly chooses another word to put into play.

Cloze Fun

Display a random selection of word cards. On the chalkboard or on chart paper, write a context sentence for each word card displayed, leaving a blank in place of the word. Challenge children to complete each sentence by choosing the appropriate word, taping it on the blank space, and reading the sentence aloud. To extend the activity, provide pairs of children with different word cards and challenge them to create a context sentence for each of the cards. Children should exchange papers and word cards with other pairs of children and complete each other's sentences.

Picture It!

Provide children with a random number of word cards. Invite them to choose one or two cards to illustrate. Children may draw the illustrations on the backs of the cards or on chart paper.

Fun with Labels

To prepare for this activity, choose groups of word cards that describe pictures. Then draw a picture on the chalkboard and invite children to use the word cards to label the individual parts of the picture. For example, you might choose word cards that could be used to describe a snowman. Then draw a snowman on the chalkboard and ask children to use the word cards to label its hat, head, nose, eyes, and so on. Children may tape the cards to the correct parts of the snowman.

Classroom Management

Teachers involved in technology-based learning environments have found that the way in which their classrooms are organized affects student learning. When planning the most effective way to use the INSTANT READERS CD-ROMs, evaluate variables such as the number of children you teach, their individual needs, and the number of computers available in your classroom or computer lab.

Classroom Formats

One Computer

If your classroom has one computer, you may choose to set up a computer center as one of your learning centers. Try to place the computer in a quiet location, protected from screen glare caused by windows and overhead lights. Individual children can work on the INSTANT READERS CD-ROMs as their classmates are working in the other centers.

One way to find time to observe children's work on the computer is to assign individuals computer time while other children are engaged in independent reading and writing. Also, while you are working in small groups, children who are not engaged in the group work can take turns using the INSTANT READERS CD-ROMs. When working on a skill with the majority of children in a large group, individuals who are not ready to learn that skill, or who have already mastered it, can work independently at the computer.

To lessen the classroom time it takes to introduce the program, consider modeling the INSTANT READERS CD-ROMs program to a group of four or five children. Each of these children can then become a "computer tutor" to two or three other children. The computer tutors can, in a short time, introduce the entire class to the INSTANT READERS CD-ROMs.

Several Computers

If your classroom contains two or more computers, you can use the suggestions for one computer by expanding the number of individual users. You can also work at the computers with small groups who need background or extra support before reading a particular INSTANT READERS CD-ROM book.

One important note: If you are using the Teacher Options, each child needs to use the same computer for every INSTANT READERS CD-ROM session. In this way, each child's records will be updated in the "Instant" folder.

Computer Lab

If children are using the INSTANT READERS CD-ROMs as a group in the Computer Lab, demonstrate how to sign on to the same computer each time. Remind children to follow the Computer Lab rules. Suggested rules include speaking softly, checking with the teacher before recording or printing, and touching only the mouse and keyboard.

In any of these possible computer configurations, support staff may be of great help in working with children who have individual needs. For example, a special needs teacher in your classroom might work at the computer with a small group based on instructional needs. Paraprofessionals and adult volunteers can teach children basic computer operations, including how to record their readings. They can also listen to children's responses to each book and help them brainstorm writing topics for the Color Write section.

Assessment

How to Do a Running Record¹

A running record is a procedure used to learn about a child's oral reading. The goal is to learn as much as possible about the child's reading strategies. To begin, have a child read aloud, and while the child is reading, record everything he or she says and does.

The best approach is to have a child choose an INSTANT READER, or another type of selection, that he or she would *like* to read. Print out a copy of the text of the INSTANT READER from the Resource folder on this CD-ROM. When the child is finished reading, check the child's comprehension by discussing the book or by asking the child to tell about the book.

Many teachers find it helpful to tape-record the child's oral reading. That way, if the child reads rapidly or you miss what the child said, you can refer to a record of the child's performance. The Record option in *Read* can be used to record children's readings.

NOTE: You must use the Teacher Options to enter students' names and to enable recording and saving.

There are many systems for marking oral reading errors, or miscues. You should use the system you are most familiar and comfortable with. If you are not accustomed to marking reading miscues, the following chart lists the major types of miscues, suggests how they can be marked, and shows marked samples.

¹ The concept of a running record was developed by Marie Clay and is explained more fully in her book *An Observation Survey of Early Literacy Achievement*, Portsmouth, NH: Heinemann, 1993.

Marking Oral Reading Miscues

| Reading Miscue | Marking | Sample |
|----------------------|---|--|
| 1. omissions | Circle the word, word part, or phrase omitted. | I will let you go in. |
| 2. insertions | Insert a caret (^) and write in the inserted word or phrase. | We bought a ^{big} parrot. |
| 3. substitutions | Write the word or phrase the student substitutes over the word or phrase in the text. | Dad fixed my ^{the} bike. |
| 4. mispronunciations | Write the phonetic mispronunciation over the word. | Have you fed ^{feed} the dog? |
| 5. self-corrections | Write the letters SC next to the miscue that is self-corrected. | We took our space ^{spots} SC. |
| 6. repetitions | Draw a line under any part of the text that is repeated. | It is your garden now. <u>now.</u> |
| 7. punctuation | Circle punctuation missed. Write in any punctuation inserted. | Take them home. Then come back. and you and I will go to town. |
| 8. hesitations | Place vertical lines at places where the student hesitates excessively. | Pretend this is mine. |

A running record is not intended to yield scores. Scores for this type of assessment would not have much meaning. Instead, the focus should be on a qualitative interpretation of the child's performance. What strengths and weaknesses does the child exhibit? How can instruction be adjusted to meet this child's needs?

Analyzing Reading Miscues

What should you look for when you review and analyze the oral reading miscues the child made? Listed below are four basic guidelines you should follow:

1. How many miscues did the child make?

The total number of miscues the child made will give a general indication of the child's ability to process material at the tested level of difficulty. You can quickly calculate a child's error rate by dividing the total number of miscues (not counting self-corrections) by the total number of words in the book.

For instructional material, the error rate should be 10 percent or lower; for independent reading, the error rate should be 5 percent or lower. If the error rate exceeds 10 percent, the child may have difficulty reading and learning from material at this level.

Because not all miscues are of equal value, the error rate must be interpreted cautiously. For example, if many of the child's miscues are meaningful and do not alter the author's intended meaning, a higher error rate can be tolerated.

2. What types of miscues did the child make?

More important than the number of miscues is the type of miscues the child made. Look for patterns in the types of miscues that the child made.

Note this basic distinction that will help you analyze the types of miscues made: Some miscues represent attempts to maintain or preserve the author's meaning; other miscues represent attempts to maintain the graphic or sound similarity of the author's words. The following examples help illustrate this distinction.

Child A:

"Oh, pretty Peacock," asked Bess, "don't you think the
clever
owl is a very *smart* bird?"

Child B:

"Oh, pretty Peacock," asked Bess, "don't you think the
small
owl is a very *smart* bird?"

Child A substituted *clever* for *smart*, a logical substitution in the context of the book and one that preserves the author's meaning. Child B, however, unable to readily identify the word *smart*, substituted *small* for *smart*. These two miscues suggest a difference in the strategies used by these students. Child A seems focused on meaning and will sacrifice graphic and sound similarity to preserve it. Child B, on the other hand, seems focused on pronouncing words that are graphically similar to the author's even when it means sacrificing meaning.

It would be inaccurate to draw conclusions on the basis of one miscue. The example is meant to be illustrative only. You should examine all of the child's miscues as you attempt to discover patterns.

3. Does the child self-correct his or her miscues?

Another feature to consider when examining your record of the child's oral reading is the number of self-corrections. Does the child attempt to self-correct miscues that disrupt meaning or do not make sense?

Self-corrections can be an indication that the child is monitoring his or her reading and attempting to construct meaning. But not all self-corrections reflect a concern for meaning. In examining the child's self-corrections, you should make the distinction between those that are necessary to preserve meaning and those that are unnecessary or are focused on preserving a similarity to the graphics and sounds of the text.

4. How fluently does the child read?

Oral reading fluency has become an important part of many elementary reading problems. Children who can read fluently tend to be more automatic in their oral reading. They can devote more of their mental energies to the meaning or message of what they are reading than to the actual pronunciations of words. Children who are less fluent tend to devote more attention to word-level pronunciations at the expense of meaning.

When judging fluency, look for features such as the following:

- the pace or rate at which the passage was read;
- the expression or intonation in the child's voice

After the running record activity is completed, you can review it and note the child's reading strategies and miscue patterns.

By paying attention both to the miscues and the child's comprehension of the book, you can determine a great deal about a child's use of reading strategies to construct meaning. This information can be very valuable in planning reading instruction. In addition, by collecting these running records over the course of a semester, you can determine how effective your instruction has been and how the child is developing as a strategic reader.

Emergent Writing

Not too long ago, many educators believed children had to be well versed in reading and “readiness” skills before they could write. We now know

- Children know much more about print, and at an earlier age, than we ever gave them credit for in the past.
 - Children discover that writing is oral language in written form. What can be said can also be written.
 - Emergent writers experiment with writing long before they’re independent readers, and what they learn about print from shared reading is reflected in what and how they write. Reading and writing develop together.
 - Young children who see writing modeled at home and at school are eager to try it on their own and quickly come to view themselves as writers with something important to say.
 - Beginning writers progress through predictable, recognizable stages that will vary in duration for individual children. Since these stages are not rigid, examples from more than one stage will often appear in the same piece of writing:
1. **Scribbling**, or pretend writing, is not necessarily random marks on the page. It may be a child’s first attempts to approximate the print he or she encounters naturally all day long. Listen for the running monologue that may accompany a child’s scribbling; this child is well aware that written symbols contain meaning!
 2. **Letter strings**, or random letters, are a child’s attempts to mimic the forms of our alphabet. At this prephonemic stage, letters do not yet represent sounds. More often than not, the child will use capital letters. You may notice that a child at this stage is already practicing left-to-right and top-to-bottom progression on the page.
 3. **One-letter spelling** is a common occurrence in the early phonemic stage. Here a child uses the initial consonant, and perhaps another distinctive consonant, to represent an entire word, such as *b* for *baby* or *bl* for *believe*.
 4. **Invented spelling** is a window on a child’s understanding of sound/symbol correspondences. Children who are encouraged to “spell a word the best they can” experiment with beginning and ending consonants and often medial sounds as well. Usually vowels come much later, although all-important words like *I* and *a* appear early in a child’s writing vocabulary.
 5. **Transitional spelling** is the stage in which children adjust their own simple spelling rules (*shz* for *shoes*, *wans* for *once*) to accommodate what they’re learning from their reading. Features such as double consonants and silent letters also begin to appear.
 6. **Conventional spelling** might begin to be used for a few high-frequency words. Extensive use of conventional spelling is not typical of early writers.

Some children have had extensive experience with writing before they entered school; others may be experimenting with crayons and pencils for the first time. You can promote children's emergent writing by

- modeling writing behaviors every day.
- providing writing supplies in learning centers.
- encouraging children to make their own signs, lists, recording sheets, captions, etc., when they need them.
- setting aside time for children to keep personal journals, to write individual and group stories, and to respond to literature in writing.
- celebrating the efforts of emergent writers.

Observing the Emergent Writer

Learning to write is both individual and developmental. The emerging writer figures out how language works through observation and exploration. Children need time and ample opportunities to progress at their own pace in a low-risk environment. They need many experiences with print to acquire understanding of the basic principles of written language—how it works and how they might use it to communicate.

Two observation guides provided in this manual may be used to record children’s progress in language development.

The first observation guide (“Familiarity with Reading and Writing”) helps you document observable behaviors that reflect a child’s reading and writing experiences, attitudes, and interests. It will help you know which of your children have had experiences such as being read to, discussing stories, selecting books, and writing their own stories with pictures and emergent writing. These experiences are not reading and writing, but they are indicators and lay the groundwork for the development of habits, behaviors, and positive attitudes that lead to reading and writing.

This observation guide is provided to help you get started. After the first few weeks, all your children will have experiences with books, reading, and writing because you will have provided them with the opportunities. The information the guide provides will help you know where to begin, what you might expect, and what experiences you need to offer.

The second observation guide (“Emergent Writing”) helps you document progress in the following areas:

- *Developing language and story understanding:* Children who can talk about stories, embellish the stories they have read or heard, and make up their own stories are almost certain to become capable writers. For those who are not able to discuss and make up stories with you and their classmates, you will need to plan activities that will give them opportunities for story-telling and story discussion. This area includes both listening and talking since story understanding and discussion includes both listening and speaking.
- *Producing written language:* As children tell their stories and become interested and excited about story events and story characters, they will turn to a variety of art activities to model their stories. Clay figures of story characters, masks that represent story characters, and drawings that reflect their personal interpretations of a story or a story incident are all part of the development of written language.

With your guidance, these activities will naturally lead into beginning writing activities in which pictures and letters are joined on paper, pictures are labeled, and words are added to show what a pictured character may be saying. These are the emergent writing behaviors that you need to assess and to encourage. You will need to have a means to collect this information as you do shared writing with your children and as you have the children do follow-up activities to stories you have read with them.

Child's Name _____

Teacher's Name _____

Familiarity with Reading and Writing

N = Not observed

O = Observed occasionally

R = Observed regularly

| | Date ____ | Date ____ | Date ____ |
|---|-----------|-----------|-----------|
| Pretends to read | _____ | _____ | _____ |
| Holds a book correctly | _____ | _____ | _____ |
| Knows directional movement | _____ | _____ | _____ |
| Front to back | _____ | _____ | _____ |
| Left to right | _____ | _____ | _____ |
| Top to bottom | _____ | _____ | _____ |
| Listens and responds to stories | _____ | _____ | _____ |
| Draws pictures about story characters | _____ | _____ | _____ |
| Uses pictures to tell a story | _____ | _____ | _____ |
| Retells familiar stories | _____ | _____ | _____ |
| Chooses favorite books and stories | _____ | _____ | _____ |
| Uses clues from book title and cover illustration to make predictions | _____ | _____ | _____ |
| Dictates captions or stories about pictures | _____ | _____ | _____ |
| Recognizes that print carries meaning | _____ | _____ | _____ |
| Recognizes concepts about print | _____ | _____ | _____ |

| | | | |
|--|-------|-------|-------|
| Letter | _____ | _____ | _____ |
| Word | _____ | _____ | _____ |
| Sentence | _____ | _____ | _____ |
| Question | _____ | _____ | _____ |
| Capitalization | _____ | _____ | _____ |
| End marks | _____ | _____ | _____ |
| Thinks of self as a writer | _____ | _____ | _____ |
| Enjoys telling stories | _____ | _____ | _____ |
| Writes letter-like shapes and random letters | _____ | _____ | _____ |
| Talks about drawing and writing | _____ | _____ | _____ |
| Copies letters/words | _____ | _____ | _____ |

Comments _____

Child's Name _____

Teacher's Name _____

Emergent Writing

N = Not observed

O = Observed occasionally

R = Observed regularly

Date ____ Date ____ Date ____

WRITING STAGES

Scribbles and pretends to be writing _____

Knows directional movement _____

Uses letters and/or pictures to tell or retell a story _____

Embellishes familiar stories with new events
or new characters _____

Uses one-letter spelling _____

Listens and responds to stories _____

Uses conventional spelling most of the time _____

beginning and final consonants _____

medial consonants _____

medial short vowels _____

medial long-vowel patterns _____

Writes with transitional spelling (*shz* for *shoes*) _____

PRINT CONVENTIONS

Uses appropriate spacing between
words and/or sentences _____

Uses capitalization appropriately _____

beginning of sentence

proper nouns

Uses end marks (period, question mark)

WRITER'S CRAFT

Writes for an audience

Writes for a purpose

Revises own written work

Changes or adds to a picture

Changes pictures and/or words to explain or embellish

Comments

Meeting Individual Needs

STRATEGIES

The following strategies can help you adapt the *Look*, *Read*, and *Play* sections of the INSTANT READERS CD-ROMs so the program can be used effectively with children who have special needs in a variety of learning environments.

Look

Extra Support

Encourage children who have difficulty distinguishing left and right or forward and backward to keep a book near the computer. The book will remind them that just as turning a right-hand page takes you forward in a book, clicking on the right-hand arrow takes you forward to the next screen. Turning a left page takes you backward in a book just as clicking a left arrow returns you to the previous screen.

Challenge

Some children might enjoy using the illustrations to tell their own story before they see or hear the preview of the text.

Students Acquiring English

Help children discover that by clicking on the picture, they can hear the narration repeated as many times as they need. If children have difficulty understanding what is being said, pair them with an English-proficient partner to discuss what the narrator is saying on each screen.

Read

Extra Support

Children can listen to the book as many times as they like before they attempt to read it with the narrator and then read it independently. If you have selected the Record option in the Teacher Management section, children can listen to the book, record their reading of it, listen to their recording, listen to the book again, and record their reading of the book as often as they like.

Challenge

Children who need a challenge can read the book to a child who needs extra support.

Students Acquiring English

Children can work as buddies with English-proficient peers until they feel comfortable with the book. Remind children that to hear a word that confuses them, they can click on it.

Play

For children who have difficulty reading the titles of the games, help them recognize the symbols for the five choices:

Word Walk: feet on a tightrope

Phonics Fling: target

Think Twice: memory game

Letter Press: press

Color Write: paintbrush

WORD WALK

Extra Support

Remind children to keep the mouse engaged the entire time they drag a word up to the tightrope.

Challenge

Challenge children to use the words on the tightrope to make new sentences on paper.

Students Acquiring English

Introduce the concepts of *tightrope*, *gate*, and *unicycle* and point out these elements in the screen art before children begin playing the game.

LETTER PRESS

Extra Support

Remind children to drag each letter they choose by keeping the mouse engaged until the letter or letters are in the light gray area between the sides of the press. Help children locate the large lever. Explain that they need to click on this lever each time they make a new word.

Challenge

Have children pick one of the words they have made in the game and use it in a written sentence.

Students Acquiring English

Introduce the concepts of *press* and *lever* by pantomiming these machines in use. Call attention to these elements in the screen art before children begin the game. Prompt children to blend the sounds as they drag the separate letters and phonemic elements together to make a word.

THINK TWICE

Extra Support

Before children play the Think Twice game, have them play a memory game with actual cards. Point out that in this computer version of the game, there are a number of ways to make a match: matching a word with its picture, matching a printed and spoken word, matching words to the letters they begin or end with, matching rhyming words, and matching contractions to their corresponding words. Children can find out which kind of match they need to make by listening to the dog's directions—or by playing and drawing conclusions.

Challenge

Challenge children to use words and pictures to make their own Think Twice games to play with each other.

Students Acquiring English

For each game, review the particular matching activity with children before they begin to play. If children are having difficulty, pair them with English-proficient peers to find matches together.

PHONICS FLING

Extra Support

Explain that the up and down red arrows need to be clicked until the picture is directly across from the target. Some children may have difficulty visualizing the path between the picture and the targets and will need extra practice manipulating the arrows.

Challenge

Challenge children to use the phonemic elements to make new words. Children might also work with those who need extra support in making correct matches.

Students Acquiring English

To reinforce the word/picture relationship, remind children to click on the picture any time they want to hear the word repeated. Since the directions change according to the phonemic focus, be sure children clearly understand the match they are attempting to make in each version of the game.

COLOR WRITE

Extra Support

Be sure children understand that they can make changes and corrections to their story or delete it and start again. They can make changes before or after they hear their story read aloud. In addition, make sure that children understand how to access the Word List. Point out that they can click on any word to hear it read aloud.

Challenge

Challenge children to use all of the Word List words in their Color Write story. Point out that they can continue their story on paper.

Students Acquiring English

Make sure children click on the dog's face in the Word List title to access words they might use in their stories. Point out that they can click on any word to hear it read aloud.

ACTIVITIES

The following off-computer activities will support the individual needs of a wide range of children.

Extra Support

Summaries

Encourage children to work in pairs to summarize each book before they move into the *Play* section of the program. Invite children to retell the stories in their own words.

Headlines

Invite children to write a headline that summarizes each book they read in the INSTANT READERS CD-ROMs. Children may write their headlines in the Color Write section in *Play*.

Word Wall

Invite children to create an illustrated class word-wall including many of the words found in the Color Write section in *Play*. Encourage children to add words and their accompanying illustrations to the word wall as they read new books in the INSTANT READERS CD-ROMs.

Students Acquiring English

Role-Playing Books

Children in small groups may choose a book from the INSTANT READERS CD-ROMs to retell. They may also pantomime the activities in the book.

Buddy Posters

Pair children with English-proficient peers to create posters telling other children about their favorite books.

Using Sentence Strips

Create several sentence strips to accompany the books in the INSTANT READERS CD-ROMs. Cut the sentence strips into individual words, and, as children read the books, invite a volunteer to put each sentence together and read it aloud.

Challenge

Book Sequels

Have children write and illustrate sequels to some of the books in the INSTANT READERS CD-ROMs. Invite them to publish their stories by reading them aloud for their classmates.

Interviews with Book Characters

Challenge children to work in pairs to write questions to ask the characters in the books. Encourage children to share their interviews by role-playing the interviewer and the book character.

My Journal

Invite children to imagine they are their favorite character from any of the books in the INSTANT READERS CD-ROMs. Have children write a journal entry as if they were that character.

Viewing and Printing Teacher Resources

For your convenience, additional resources are located on this CD-ROM.

Viewing Teacher Resources

To view the other Teacher Resources on this disk, double-click the Resource folder icon. Double-click **Words.pdf** for the word cards and **Records.pdf** for the running record forms.

Printing Teacher Resources

Teacher's Guide

To print this Guide, make sure your printer is turned on and selected. This Guide will print out as it appears on the screen:

Macintosh

1. Choose Page Setup under the File Menu.
2. Select the **Landscape Orientation** icon.
3. Click **OK**.
4. Choose Print under the File Menu, and click **OK**.

Windows

1. Choose Print Setup under the File Menu.
2. Select the **Landscape Orientation**.
3. Click **OK**.
4. Choose Print under the File Menu, and click **OK**.

Windows 95

1. Choose Page Setup under the File Menu.
2. Select the **Landscape Orientation**.
3. Click **OK**.
4. Choose Print under the File Menu, and click **OK**.

Word Cards and Running Record Forms

Macintosh

1. Choose Page Setup under the File Menu.
2. Select the **Portrait Orientation** icon.
3. Click **OK**.
4. Choose Print under the File Menu, and click **OK**.

Windows

1. Choose Print Setup under the File Menu.
2. Select the **Portrait Orientation**.
3. Click **OK**.
4. Choose Print under the File Menu, and click **OK**.

Windows 95

1. Choose Page Setup under the File Menu.
2. Select the **Portrait Orientation**.
3. Click **OK**.
4. Choose Print under the File Menu, and click **OK**.

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Level 1-1A

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|-----------------------|--|---|--|
| <i>My Dog</i> | can, dog, jump, my, run, sit, walk | /a/a, phonogram <i>ap</i> | phonogram <i>ap</i> |
| <i>What a Shower!</i> | a, bird, boy, cat, dog, girl, in, jumps, the, what | /a/a, inflection -s | /a/a |
| <i>Spring Pops Up</i> | a, flower, lunch, time | /o/o; final /n/n, /p/p; phonogram <i>op</i> | phonogram <i>op</i> |
| <i>All Fall Down</i> | all, bears, clowns, dogs, down, fall, the, tigers, up | final /n/n; /p/p | final /n/n; /p/p |

Level 1-1B

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|-------------------------------|---|--|--|
| <i>Just Like You</i> | big, funny, happy, I'm, just, like, sad, tall, you | contraction 'm, /a/a, phonogram <i>ad</i> | phonogram <i>ad</i> |
| <i>My Sister Is My Friend</i> | book, coat, finds, friend, glad, is, my, shoes, sister, snake | contraction 'm, inflection -s, /o/o, final /t/t, phonogram <i>ad</i> | phonogram <i>ad</i> |
| <i>What Could It Be?</i> | a, be, bear, bird, could, it, not, snake, what | /o/o, final /t/t | phonogram <i>ot</i> |
| <i>Butterflies</i> | all, around, blue, brown, fly, two, white, yellow | long /ī/y, i-e | phonograms <i>ot</i> , <i>ad</i> , and <i>op</i> |

Level 1-2A

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|--------------------------|---|---|-------------------------------------|
| <i>The Baby</i> | has, me, my, rock, the | /a/a, o/o, final /k/ck, phonogram ock | phonograms ock, ot, op |
| <i>Bird's Bad Day</i> | a, bad, bird, day, friend, here, is, lunch, my, said, what | /a/a, initial clusters with r; final /k/ck, phonogram ack | phonogram ack |
| <i>The Perfect Pet</i> | a, bird, can't, cat, dog, get, it's, look, mouse, pet, the, we | /e/e; contractions n't, 's; phonogram et | phonogram et |
| <i>"Help!" Said Jed</i> | go, help, let's, mom, now, said, thanks, up | final /l//; /e/e; contraction 's; | phonograms et, ock |
| <i>One More Time</i> | all, big, can, for, here, is, little, me, more, mother, one, ride, said, the, this, time, you | /e/e, initial clusters with r, phonogram en | initial /tr/tr, /br/br, /cr/cr |
| <i>Where Babies Play</i> | a, does, in, little, mother's, on, one, play, this, where | /e/e, contraction 's, double consonants, phonogram en | phonogram en |

Level 1-2B

ATA GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|-------------------------|--|--|-------------------------------------|
| <i>Friendship Salad</i> | all, apples, done, eat, have, I, in, is, it, let's, mix, our, put, the, together | /i/i; final /ks/x, d/d; phonogram <i>it</i> | phonograms <i>ot, et, it</i> |
| <i>Garden Birthday</i> | birthday, cake, grass, yes | final /d/d | final /d/d, /t/t, /n/n |
| <i>Good-bye, Fox</i> | cat, fox, goes, good-bye, jump, over, rocks, the, there | initial /kw/qu; final /ks/x, /d/d, /k/ck; /i/i; phonogram <i>ick</i> | phonograms <i>ick, ock, ack</i> |
| <i>After Goldilocks</i> | after, all, bear, beds, chairs, good, heads, nights, not, of, quiet, said, three, two | initial /kw/qu; final /d/d, /k/ck; phonogram <i>ick</i> | phonograms <i>ick, ock, ack</i> |
| <i>One Little Slip</i> | a, began, father, little, mother, one, she, to, took, trip, when | initial clusters with <i>r</i> ; /i/i, phonogram <i>ip</i> | phonogram <i>ip</i> |
| <i>My Family Band</i> | be, dancing, family, father, grandma, her, his, I, mother, my, playing, singing, there, will, with | /i/i, initial clusters with <i>r</i> | initial /tr/tr, /gr/gr, /dr/dr |

Level 1-3A

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|--------------------------------------|--|--|-------------------------------------|
| <i>What Is In the Box?</i> | a, big, box, dog, eyes, I, in, is, it, it's, little, look, mouse, much, no, nose, not, one, see, so, tail, the, two, very, wanted, what | /ch/ch; initial /th/th; final /ks/x | /ch/ch, final /ks/x |
| <i>Four Very Big Beans</i> | a, all, and, as, big, but, can, did, for, four, gave, get, grandma, have, here, I, is, look, lot, me, mom, much, now, one, see, she, so, this, three, to, two, very, wanted, you | /ch/ch; initial /th/th; final /m/m, /d/d | final /m/m, /d/d, /ks/x |
| <i>I Was Just About to Go to Bed</i> | about, bed, but, don't, duck, go, have, I, just, light, my, so, to, was | /u/u, contraction n't | /u/u |
| <i>What Time Is It?</i> | bird, eat, fish, is, it, mom, sleep, squirrel, time, to, what | /i/i | /i/i, /u/u |
| <i>Know Your Birthday Manners</i> | a, birthday, cake, chair, do, eat, hands, happy, have, know, not, on, please, put, sit, table, the, use, with, your | /u/u; medial /b/b, /p/p; phonogram ug | phonogram ug |
| <i>All I Did</i> | a, all, and, but, cake, clean, did, eat, fix, for, hop, house, I, in, lots, mom, much, my, of, on, out, room, run, said, table, the, then, time, to, too, up, was | /u/u; phonogram ug | /u/u, /o/o, /a/a |

Level 1-3B

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|-----------------------------|---|--|-------------------------------------|
| <i>Frog's Day</i> | a, and, day, do, does, friends, frog, going, grass, have, he, hops, I'm, in, jumps, lake, music, my, now, oh, plays, rock, says, sing, sits, sleep, take, the, to, what, yes | final /z/s, /k/ck, contraction 'm, phonogram <i>ub</i> | phonograms <i>ub, un, ip</i> |
| <i>Famous Feet</i> | again, and, at, bad, big, can, cow, feet, flying, friends, if, know, like, little, look, ones, running, see, so, story, tell, the, those, to, which, would, you | /u/u; phonogram <i>ub</i> | /u/u |
| <i>Dancing</i> | a, air, and, is, legs, music, on, round, something, the, through, to, turning, watch, with, your | /ch/tch, final /z/s | /ch/tch, <i>ch</i> |
| <i>A Place For Nicholas</i> | a, and, any, are, back, but, come, dad, did, for, has, have, he, here, his, house, I'll, is, just, little, make, mom, not, now, own, place, room, said, see, soon, this, too, wanted, you | contraction 'll, final /f/ff | final /f/ff, /l/ll, /t/tt |

Level 1-3B

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|--------------------------------------|---|---|--|
| <i>Old MacDonald's Fun Time Farm</i> | can, cow, did, find, fun, hen, horse, mouse, old, pig, sheep, them, this, time, you | /th/th, phonogram <i>en</i> | phonogram <i>en</i> |
| <i>Play Ball!</i> | ball, bear, cat, dog, everyone, here, horse, pig, play, sheep, stand, stop, who, will | /ch/tch | /ch/tch, /t/t |

Level 1-4A

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|-----------------------|--|--|-------------------------------------|
| <i>Lost and Found</i> | all, and, around, big, cat, cow, don't, duck, eat, find, found, grow, have, help, hen, her, how, I, I'm, just, know, little, looked, lost, me, must, not, of, pig, said, sheep, the, them, these, they, who, will, you | initial clusters with <i>l</i> ; /e/e; /a/a; phonogram <i>at</i> | phonograms <i>at, ub, ap</i> |
| <i>Red</i> | and, bed, come, did, each, for, found, friends, got, her, herself, home, house, in, left, looked, looks, morning, Mrs., my, night, not, of, other, out, red, said, saw, see, some, that, the, they, to, you | /e/e; /a/a; phonograms <i>ed, at</i> | phonograms <i>ed, at, en</i> |
| <i>What's Up?</i> | and, bats, birds, but, by, clouds, fly, I, in, is, kites, know, must, nothing, sky, stars, stay, sun, the, they, up, what's, with, yes, you | final clusters with <i>t</i> ; /u/u; final /z/s | /u/u, /e/e |

Level 1-4A

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|------------------------------------|--|---|-------------------------------------|
| <i>The Little Chicks Sing</i> | and, are, by, can, cold, come, day, eat, feet, food, hen, her, here, is, little, mother, my, need, next, says, sing, sit, sleep, take, the, then, under, until, us, we, you, your | /ō/o; /u/u; final /z/s | /ō/o |
| <i>Look What I Can Read</i> | a, and, anything, at, book, can, dad, everything, grandma's, home, I, letter, like, look, outside, read, school, story, that's, what, with | /ō/o–e; possessive 's; | phonograms <i>ope, oke, ock</i> |
| <i>The King Who Loved to Dance</i> | a, all, and, around, away, bees, couldn't, cows, dance, danced, day, down, everyone, he, horses, into, king, knew, long, loved, outside, rope, sat, song, the, then, to, town, was, went, what, who, with, without | inflections -ed, -ing (drop e); possessive 's; /ō/o–e; initial clusters with /; phonogram <i>ope</i> | /ō/o–e |

Level 1-4B

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|--------------------------------|--|--|---|
| <i>The Night Walk</i> | a, air, am, behind, brown, care, flying, for, go, going, good, here, high, him, I, I'll, in, inside, it's, keep, light, might, night, not, of, on, take, the, this, time, to, under, up, walk, what's, you | <i>/ī/i, i-e, -igh;</i> phonogram <i>ight</i> | phonograms <i>ight, oke, ope</i> |
| <i>My Wild Woolly</i> | a, and, ate, ball, bed, bed, but, go, good, have, he's, I, in, into, is, mom, my, night, no, out, play, right, said, that, the, there's, time, too, tree, under | <i>/ī/i, i-e, -igh;</i> phonogram <i>ight</i> | <i>/ī/i, i-e</i> |
| <i>How 100 Dandelions Grew</i> | a, along, and, ball, began, boy, came, day, down, fell, flower, grew, ground, grow, how, in, into, it, little, night, on, one, opened, plant, seed, the, then, to, turned, up, went, white, wind, yellow | <i>/ē/ea, ee; /sh/sh;</i> <i>/hw/wh</i> | <i>/sh/sh, /wh/wh,</i> <i>/ch/ch</i> |

Level 1-4B

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|---|---|--|-------------------------------------|
| <i>Green, Green, Green</i> | be, blue, brown, color, dog, everything, fly, for, game, green, have, high, home, I, I'm, in, is, kite, my, own, pet, play, red, room, sky, sun, this, to, tree, up, yellow | /ē/ee; initial /hw/wh; /sh/sh | /ē/ee |
| <i>The Green Grass Grows All Around</i> | a, all, and, around, bird, did, ever, grass, green, ground, grows, in, is, my, on, see, some, that, the, there, tree, you | final <i>nd, st</i> ; medial /n/n; /ī/i | final <i>nd, st</i> |
| <i>Slowpoke Snail</i> | a, and, away, bees, birds, but, by, close, do, does, doesn't, eat, fast, fine, fish, found, frogs, goes, have, he, head, he's, hides, his, hungry, if, in, inside, is, just, know, little, most, move, not, now, or, slow, so, swims, takes, the, thinks, time, to, too, want, why, you | final <i>nd, st</i> ; /ī/i-e; /sh/sh; phonogram <i>ine</i> | final <i>nd, st</i> |

Level 1-4C

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|--------------------------|--|--|--|
| <i>Skimper-Scamper</i> | a, an, and, animals, are, as, back, ball, big, black, blue, cat, clean, coming, dog, door, fun, get, give, go, got, had, help, her, here, if, I'll, it's, jump, just, made, making, mom, mouse, no, of, off, oh, on, out, outside, paints, paper, play, playing, ran, ready, ride, rope, said, small, stop, that, the, then, this, time, to, took, up, well, with, worked, yelled, yellow, you, you're | contractions 're, 'll; initial clusters with s; inflections -ing; <i>ī/i-e</i> | <i>ī/i-e</i> |
| <i>Today Is Monday</i> | art, birthday, day, fun, happy, I, is, music, play, say, should, snow, that, today, wasn't, well | initial clusters with s; inflection -ing; phonogram <i>ime</i> | initial clusters with s |
| <i>If You Were a Bat</i> | a, all, alone, and, bat, but, clean, coat, day, down, eat, every, feet, fly, go, home, if, in, it, keep, long, might, morning, night, not, off, open, out, sleep, sun, the, them, then, to, went, were, when, with, would, you, your | initial clusters with <i>l</i> ; <i>ō/oa</i> ; phonogram <i>oat</i> | <i>ō/oa</i> , <i>ī/i-e</i> , <i>ē/ee</i> |

Level 1-4C

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|------------------------------|---|--|-------------------------------------|
| <i>Hare's Big Tug-of-War</i> | across, alone, and, are, as, ate, big, boat, but, can't, eating, end, have, he, his, how, is, leave, let's, looked, me, more, morning, next, of, on, one, other, out, pulled, rope, said, sat, saw, shouted, side, than, that, the, them, then, those, to, together, took, until, up, window, you | final clusters with <i>t</i> ; /ō/o, oa, o-e; phonogram <i>oat</i> | /ō/o-e |

Level 1-5A

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|---------------------------------------|--|--|-------------------------------------|
| <i>Davy Crockett and the Wild Cat</i> | a, and, as, back, bear, big, bigger, but, by, cat, could, dark, day, did, fish, floor, for, gave, got, great, he, help, her, him, his, hold, home, in, into, it, kitten, let, like, long, love, make, one, opened, out, ride, run, say, she, showed, swim, tail, that, the, was, well, were, with | /sh/sh; /ā/ay, a-e; inflection -ed; phonogram ate | /sh/sh |
| <i>Every Cat</i> | a, and, bed, cat, every, feed, friend, give, help, in, is, it, let, needs, on, pet, plants, play, sit, sleep, someone, sun, that, the, to, toy, wait, water, when, with, you | /ā/ai, ay; inflection -ed; /sh/sh; /wh/wh | /wh/wh, /sh/sh, /ch/ch |
| <i>Plenty of Pets</i> | a, all, and, animals, calls, came, cats, dad, ducks, five, for, four, games, get, have, heads, helps, home, I, into, is, it, kinds, liked, little, made, mom, my, needs, new, now, of, on, pets, pigs, play, read, she, snake, so, some, stay, stories, swim, take, the, their, them, they, to, took, two, watched, water, went, while, with | initial clusters with s; /e/ea; /ā/ay, a-e; inflections -ed; phonogram ake | phonograms ead, oat, ake |

Level 1-5A

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|--------------------------------|--|---|---|
| <i>Pet Day</i> | a, all, an, and, anything, because, big, bird, brought, but, by, come, couldn't, day, didn't, do, dog, don't, every, everyone, eyes, found, front, get, had, have, he, her, his, hold, I, idea, in, it, its, knew, know, last, let, long, loved, monkey, most, mouse, my, of, on, out, outside, pet, pig, pretty, rabbit, school, she, snake, something, started, steps, take, the, their, then, this, to, too, trained, tricks, turtle, very, walked, went, what, with, would, year | initial clusters with <i>s</i> ; /ā/ <i>ai</i> , <i>ay</i> , <i>a-e</i> ; inflections <i>-ed</i> , <i>-ing</i> ; phonograms <i>ake</i> , <i>ead</i> | initial / <i>st/st</i> , / <i>sn/sn</i> |
| <i>How to Make a Lion Mask</i> | a, all, and, animal, be, can, color, cut, decorate, do, don't, draw, eyes, first, get, go, happy, hear, here, how, if, is, it, it's, kind, know, lines, lion, make, need, nose, now, of, on, or, out, paper, sad, so, stick, that, the, then, these, things, to, try, use, what, when, where, will, you, your | /ē/ <i>e</i> , <i>ea</i> , <i>ee</i> ; final clusters with <i>t</i> ; phonogram <i>eed</i> | /ē/ <i>ee</i> |

Level 1-5A

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|--|---|--|-------------------------------------|
| <i>Pet Riddles and Jokes with Franny and Frank</i> | a, always, and, are, ate, away, barking, be, best, bird, but, can't, cat, did, do, does, dog, don't, ever, eyes, fine, first, fish, food, for, front, getting, glasses, good, grow, had, have, his, how, I, I'm, in, is, just, kind, know, like, mouse, my, need, new, nice, of, old, on, one, pet, put, puts, quiet, rabbit, ran, read, say, see, she, sign, sky, some, stepped, the, their, thing, think, to, up, want, water, what, what's, where, why, with, yet, you, your | /ē/e, ea, ee; compound words; final clusters with t; phonogram eed | /ē/ea |

Level 1-5B

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|-----------------------|---|--|-------------------------------------|
| <i>Lunch in Space</i> | and, as, away, because, boxes, can, clean, come, cook, do, dogs, don't, door, drink, even, finds, first, get, good, have, having, here, home, hot, how, if, in, it, it's, lunch, make, mix, not, on, open, out, part, people, put, same, seat, show, stick, take, the, them, these, they, thing, this, to, up, water, we, well, we'll, will, yes, you | /ō/ow; /ā/ay, a–e; initial clusters with fl; phonogram ame | phonograms ame, oat, ake |
| <i>Alien Vacation</i> | a, about, at, been, can, everyone, flowers, for, get, go, great, I, is, know, lakes, last, let's, look, my, never, new, oh, on, people, picture, please, rocks, see, should, so, take, tall, that, there, they, this, time, to, wait, we, we've, wet, what, where | /ō/ow; long /a/ae, a–e; initial clusters with l | /ā/a, a–e |

Level 1-5B

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|----------------------------------|--|---|-------------------------------------|
| <i>How the Sky Got Its Stars</i> | ago, air, all, and, animals, another, around, asked, but, can, can't, could, dark, day, do, each, eat, far, has, he, helped, hills, how, I, in, into, it, just, lakes, long, looked, lots, made, make, maybe, new, night, not, of, on, one, picked, play, put, said, saw, sky, sleep, small, so, stars, that, the, them, these, they, things, this, to, trees, up, use, was, watched, we, went, what, when, while, why, with | /är/ar; ī/i—e, igh; phonogram ar | /är/ar; ī/igh |
| <i>Let's Visit the Moon</i> | air, are, many, at, be, black, blue, can, cold, comes, far, food, from, get, has, home, hot, is, it, let's, like, long, lots, night, no, on, one, places, rocks, sky, stay, sun, take, the, there, things, this, to, water, we, we'll, wear, what, will, yes, | ī/i igh; final clusters with ld; phonograms ide, ar | /ā/ay; /är/ar; ī/igh |

Level 1-5C

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|-------------------------------|---|--|---|
| <i>Dream Around the World</i> | a, around, as, at, ate, because, big, both, breakfast, came, children, city, family, first, for, friends, game, great, had, helped, her, home, how, I, in, it, knew, last, make, me, mouse, my, new, next, night, on, or, other, put, quiet, sun, that, the, this, to, together, toy, tried, turtle, up, walked, was, watched, we, went, when, where, with, world | /ē/ea, ee; /ch/tch; /th/th; inflection -ed; phonogram <i>eam</i> | phonograms <i>eam</i> , <i>eed</i> , <i>ake</i> |

Level 1-5C

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|---------------------|--|--|-------------------------------------|
| <i>Clean-Up Day</i> | a, across, all, and, any, as, at, away, bike, box, brother, buy, cleaned, come, could, dad, day, didn't, dinner, don't, end, everyone, family, first, fixed, for, from, gave, getting, give, good, grandma, great, had, have, his, house, in, it, like, little, looked, lots, mom, money, Mr., my, need, never, new, of, old, on, or, party, people, puts, ready, some, street, take, the, these, things, this, tires, to, today, toys, up, washed, we, were, when, which, whole, will, with, worked | <i>/ē/ea, ee; /th/th; inflection -ing</i> | <i>/ē/ee</i> |

Level 1-5C

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|-------------------------|--|--|-------------------------------------|
| <i>Henry</i> | a, after, and, are, asked, at, beautiful, because, big, brothers, clean, come, could, didn't, do, down, feet, first, fly, four, go, ground, had, has, have, he, here, his, it, left, legs, like, long, loved, mother, must, my, nothing, oh, please, put, said, short, sisters, small, smiled, the, them, then, they, time, to, two, up, use, wasn't, why, you, your | initial clusters with s, inflection <i>-ed</i> | initial /sm/sm; /sp/sp, /st/st |
| <i>Silly Aunt Tilly</i> | a, am, and, back, bear, bees, behind, big, birds, blue, brought, came, chair, city, day, eat, fish, for, from, green, he, her, home, how, I, in, left, me, one, ride, sad, say, she, showed, something, thank, the, to, tree, with, without, you | /yōō/u-e; long /o/ow; inflections <i>-ed</i> , phonogram <i>ow</i> | /ō/ow, o-e |

Level 1-5C

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|-------------------------------|--|---|-------------------------------------|
| <i>What's New at the Zoo?</i> | all, and, animals, asked, at, ate, away, bad, bear, but, cold, did, feeding, fish, food, funny, got, hard, hear, in, is, just, knew, like, lion's, new, no, oh, over, please, ran, saying, so, some, something, swimming, talking, the, there, they, time, to, too, took, turned, was, water, were, wet, what, what's, with, would, you, zoo | /ō/o, /ē/ee; initial clusters with s, phonogram eek | /ē/ee |

Level 1-5C

AT A GLANCE

| Title | High-Frequency Words Used in the INSTANT READER | Phonic Elements Used in the INSTANT READER | Phonic Elements Reinforced in Games |
|---------------------------------|--|---|-------------------------------------|
| <i>The Strongest One of All</i> | a, all, along, am, an, and, asked, back, beautiful, but, can, cloud, comes, down, fall, far, father, feet, find, found, had, happy, her, hill, him, hole, I, in, keep, kind, lake, left, lived, loved, mother, mouse, move, much, my, not, of, oh, once, one, our, over, said, sits, small, so, still, sun, the, there, they, time, to, under, up, upon, very, wanted, was, went, when, who, will, you | /ō/ow, o-e; long /ē/ea, ee; initial clusters with <i>sm, st</i> | /ē/ea, /ō/ow, /ī/ i-e |