

## Starting the Year Off Right!

The purpose of Accurate and Automatic Reading is to develop:

- accurate and fluent reading of words and sentences.
- knowledge of the regular reading patterns in the syllables in English words.
- oral language and vocabulary through focus on word meaning.

The sample reviews included in this document are intended to guide beginning of the year instruction so that students continue to move through the curriculum with momentum. It is essential that teachers have vertical conversations with their students' teachers from the previous year to discuss progress and Mastery Check data- these conversations will help teachers know which review plan is most appropriate for their class.

These plans include new concepts, decks, and reading practices to review at the beginning of the year to set students up for success. During the new concept introduction, teachers may choose to go through the entirety of the auditory visual discovery, or they may choose to review just the important ideas to discuss with students. At times there will be more than one new concept listed per day, so more time might be spent on this component of the routine than during regular instruction. All three word decks are included in the plans- the regular word deck will be reviewed daily, and the word part deck and irregular word deck will be reviewed on alternating days. Reading practices are listed for each day of instruction. If more than one reading practice is listed for a particular day, the teacher may choose a portion of each reading practice to complete.

The weeks spent at the beginning of the year on reviewing previously taught concepts are an ideal time to review instructional procedures and routines. Teachers should also consider the materials needed for instruction- this may include letter cards or counters, and will definitely include copies of reading practices for each student, a regular word deck, a word part deck, and an irregular word deck. Although these plans do not include suggestions for word profiles and read alouds, teachers may plan these components of the routine based on the needs of their students.

After the beginning of the year review is completed, teachers should give the associated Mastery Check to determine if students are ready to move forward with instruction or if more reteaching and review is necessary in either whole group or small group. Remember- go as fast as you can, but as slow as you must!

For more information about the individual components of the AAR routine, lesson planning, and mastery checks, refer to AAR training materials or the "Hints" video series at [neuhaus.org/educators/consumables](http://neuhaus.org/educators/consumables). We hope you have a wonderful school year!

Review of Concepts #1-25

|  |  |   |
|--|--|---|
| <b>New Concept:</b> Review concepts and important ideas to discuss | <b>Decks:</b> RWD (Regular Word Deck) and IWD (Irregular Word Deck)-decks accumulate, retire cards as appropriate; WPD (Word Part Deck) deck accumulates | <b>Reading Practice:</b> If more than one reading practice is listed, choose several lines from each practice |
|--|--|---|

| Day | New Concept                        | Decks                  | Reading Practice              |
|-----|------------------------------------|------------------------|-------------------------------|
| 1   | #1- concept of vowel and i=/i/     |                        | RP 1 (phonological awareness) |
| 2   | #2- concept of consonant and t=/t/ |                        | RP 2 (phonological awareness) |
| 3   | #3- concept of syllable            |                        | RP 3 (phonological awareness) |
| 4   | #4- open syllable and long vowel   |                        | RP 6 (word list)              |
| 5   | #5- closed syllable and blending   |                        | RP 7 (word list)              |
| 6   | #9- concept of a suffix            | RWD 6-9; WPD           | RP 9 (word list)              |
| 7   | #10- suffix -s=/s/                 | RWD 6-10; WPD -s       | RP 10a (review list)          |
| 8   | #11- a=/ă/                         | RWD 6-11               | RP 11c (review list)          |
| 9   | #12- a=/ü/                         | RWD 6-11               | RP 12 (phrases/ sentences)    |
| 10  | #13- s=/z/                         | RWD 6-13; WPD -s       | RP 13a (review list)          |
| 11  | #15- contractions and possessives  | RWD 6-15               | RP 15 (review list)           |
| 12  | #17- suffix -s=/z/                 | RWD 6-17; WPD -s       | RP 17 (word list)             |
| 13  | #21- ng=/ng/                       | RWD 6-21               | RP 21 (word list)             |
| 14  | #22- suffix -ing=/ing/             | RWD 6-22; WPD -s, -ing | RP 22 (word list)             |
| 15  | #23- o=/ö/                         | RWD 6-25               | RP 25a (review list)          |

\*giving Mastery Check I after the review will provide valuable student data that should be used to inform instruction

\*after completing the review, continue instruction with concept #26

Review of Concepts #1-50

|  |  |   |
|--|--|---|
| <b>New Concept:</b> Review concepts and important ideas to discuss | <b>Decks:</b> RWD (Regular Word Deck) and IWD (Irregular Word Deck)-decks accumulate, retire cards as appropriate; WPD (Word Part Deck) deck accumulates | <b>Reading Practice:</b> If more than one reading practice is listed, choose several lines from each practice |
|--|--|---|

| Day | New Concept  | Decks   | Reading Practice                          |
|-----|--|---|---|
| 1   | #1- vowel and i=/i/; #2 consonant and t=/t/                              |   | RP 1 and 2 (phonological awareness)       |
| 2   | #3- syllable   |   | RP 3 (phonological awareness)             |
| 3   | #4- open syllable and long vowel   |   | RP 6 (word list)                          |
| 4   | #5- closed syllable and blending   |   | RP 7 (word list)                          |
| 5   | #9- suffix; #10- suffix -s=/s/   | RWD 6-10; WPD -s                                | RP 10a (review list)                      |
| 6   | #11- a=/ă/   | RWD 6-11  | RP 11c (review list)                      |
| 7   | #12- a=/ü/   | RWD 6-11  | RP 12 (phrases/ sentences)                |
| 8   | #13- s=/z/; #15- contractions and possessives; #17- suffix -s=/z/        | RWD 6-17; WPD -s                                | RP 15 (review list) and RP 17 (word list) |
| 9   | #21- ng=/ng/; #22- suffix -ing=/ing/                                     | RWD 6-22; WPD -s, -ing                          | RP 21 and 22 (word lists)                 |
| 10  | #23- o=/ö/   | RWD 6-25  | RP 25a (review list)                      |
| 11  | #27- u=/ü/   | RWD 6-27; IWD 18b- 27a                          | RP 27a (sentences)                        |
| 12  | #29- e=/ë/   | RWD 6-29; WPD -s, -ing                          | RP 29a (review list)                      |
| 13  | #32- n=/ng/  | RWD 6-32; IWD 18b- 31b                          | RP 32 (word list)                         |
| 14  | #33- vowel pair syllable and oo=/oo/                                     | RWD 6-33; WPD -s, -ing                          | RP 33 (word list)                         |
| 15  | #34- th=/th/; #35- th=/th/   | RWD 6-35; IWD 18b- 35b                          | RP 35 (word list)                         |
| 16  | #38- suffix -less=/lës/; #39- suffix -ness=/nës/; #40- suffix -ful=/fül/ | RWD 6-37; WPD -s, -ing, -less, -ness, -ful      | RP 40 (review list)                       |
| 17  | #41- ee=/ē/  | RWD 6-41  | RP 41b (review list)                      |
| 18  | #43- a=/ö/   | RWD 6-43; IWD 18b- 43a                          | RP 43a (sentences)                        |
| 19  | #48- suffix -ed=/ëd/; #49- suffix -ed=/d,t/                              | RWD 6-47; WPD -s, -ing, -less, -ness, -ful, -ed | RP 50 (word list)                         |
| 20  | #50- final silent e  | RWD 6-47; IWD 18b-45a                           | RP 44b (sentences)                        |

\*giving Mastery Check II after the review will provide valuable student data that should be used to inform instruction

\*after completing the review, continue instruction with concept #51

Review of Concepts #1-91

|  |  |   |
|--|--|---|
| <b>New Concept:</b> Review concepts and important ideas to discuss | <b>Decks:</b> RWD (Regular Word Deck) and IWD (Irregular Word Deck)-decks accumulate, retire cards as appropriate; WPD (Word Part Deck) deck accumulates | <b>Reading Practice:</b> If more than one reading practice is listed, choose several lines from each practice |
|--|--|---|

| Day       | New Concept  | Decks   | Reading Practice                       |
|-----------|--|---|--|
| <b>1</b>  | #1- vowel and i=/i/; #2- consonant and t=/t/; #3- syllable                     |   | RP 1 and 2 (phonological awareness)    |
| <b>2</b>  | #4- open syllable and long vowel; #5- closed syllable and blending             |   | RP 6 and 7 (word lists)                |
| <b>3</b>  | #9- suffix; #10- suffix -s=/s/   | RWD 6-10; WPD -s  | RP 10a (review list)                   |
| <b>4</b>  | #11- a=/ä/; #12- a=/ü/   | RWD 6-11  | RP 12 (phrases/ sentences)             |
| <b>5</b>  | #13- s=/z/; #15- contractions and possessives; #17- suffix -s=/z/              | RWD 6-17  | RP 15 (review list) and 17 (word list) |
| <b>6</b>  | #21- ng=/ng/; #22- suffix -ing=/ing/   | RWD 6-22; WPD -s, -ing  | RP 21 and 22 (word lists)              |
| <b>7</b>  | #23- o=/ö/; #27- u=/ü/; #29- e=/ë/   | RWD 6-29; WPD -s, -ing; IWD 18b-27a                                     | RP 29a (review list)                   |
| <b>8</b>  | #33- vowel pair syllable and oo=/oo/; #41- ee=/ē/                              | RWD 6-41  | RP 41b (review list)                   |
| <b>9</b>  | #43- a=/ö/; #50- final silent e  | RWD 6-47; IWD 18b- 45a  | RP 43a (sentences)                     |
| <b>10</b> | #48- suffix -ed=/ëd/; #49- suffix -ed=/d,t/                                    | RWD 6-47; WPD -s, -ing, -less, -ness, -ful, -ed                         | RP 50 (word list)                      |
| <b>11</b> | #51- VCe syllable and a-e=/ā/; #52- i-e=/i/; #53- o-e=/ö/; # 54- u-e=/ü/       | RWD 6-54  | RP 54a (review list)                   |
| <b>12</b> | #56- syllable division VC'/CV, #55 and #57-67- final stable syllables          | RWD 6-54; IWD 18b-63  | RP 67 and 67a (review lists)           |
| <b>13</b> | #68- VR syllable and er=/er/; #69- ir=/er/; #70- ur=/er/; #71- suffix -er=/er/ | RWD 6-71; WPD -s, -ing, -less, -ness, -ful, -ed, -er                    | RP 71a (review list)                   |
| <b>14</b> | #72- ar=/ar/; #73- or=/or/; #74- or=/er/                                       | WPD 6-74; IWD 18b-63  | RP 74c (review list)                   |
| <b>15</b> | #77- syllable division- VC'/CV'; #78- e-e=/ē/                                  | RWD 6-78; WPD -s, -ing, -less, -ness, -ful, -ed, -er, -est              | RP 78a (review list)                   |
| <b>16</b> | #79- suffix -en=/ën/; #82- suffix -es=/ëz/                                     | RWD 6-81; WPD -s, -ing, -less, -ness, -ful, -ed, -er, -est, -en         | RP 79 and 82 (word lists)              |
| <b>17</b> | #83- final y=/i/; #84- final y=/ē/   | RWD 6-84  | RP 84a (sentences) and 83 (word list)  |
| <b>18</b> | #85- Vrr; #86- igh=/i/   | RWD 6-86; IWD 18b-86a   | RP 85 and 86 (word lists)              |
| <b>19</b> | #87- suffix -ly=/lē/; #88- suffix -y=/ē/                                       | RWD 6-86; WPD -s, -ing, -less, -ness, -ful, -ed, -er, -est, -en, ly, -y | RP 87 and 88 (word lists)              |
| <b>20</b> | #89- ay=/ā/; #90- ai=/ā/; #91- oo=/oo/   | RWD 6-91; IWD 18b-91c   | RP 90a and 91a (sentences)             |

\*giving Mastery Check III and IV after the review will provide valuable student data that should be used to inform instruction

\*after completing the review, continue instruction with concept #92