Program Guide

FOR TEACHERS

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Power Readers Scope and Sequence

Power Readers Title	Alphabetic Principle	Heart Words Introduced
1. Zap	short a	I, a
2. Fat Rat	short a	—
3. The Gig	short i	the, and
4. Dig	short i	is, to
5. The Tot	short o	—
6. Not a Pal	short o	onto
7. Get Set	short e	go
8. Red Hen	short e	—
9. Sun and Mud	short u	into
10. Pug	short u	—
11. Fun in the Sun	review all short vowels	—
12. At the Dam	review all short vowels	off
13. The Sick Tot	-ck ending	—
14. The Duck	-ck ending	what
15. Fun at the Pond	ending consonant blends	his, as
16. The Hulk	ending consonant blends	he
17. In a Cast	beginning consonant blends	do, she
18. Crab Rock	beginning consonant blends	—
19. Dizzy	-y ending	—
20. No Pets in Bed	-y ending	no
21. Run, Dizzy!	twin consonants: ll, ss, ff, zz	—
22. Zap Can Fish	sh digraph	—
23. A Bath at the Pond	th digraph	of, was
24. Itty-Bitty Finch	ch digraph	—
25. Ring-a-Ling	-ng ending	—
26. Fish Tank	-nk ending	Mr.
27. Batting Bugs	-ing suffix	were
28. Tim's Buddy	-ing suffix	said

Welcome, Teacher!

How to Use *Power Readers*

Power Readers have been designed with you and your students in mind. Research confirms that decodable readers support phonics instruction as well as help readers feel successful, confident, and, well, powerful!

So you've made the right choice by adding *Power Readers* to your reading instruction tool kit. Here are some hints to help you put *Power Readers* to work in your classroom:

Page	Title	Activity
1	Title Page	Ask students to look at the cover and the title of each book and have them predict what the story might be about. Remind students to write their names in the "This book belongs to ____" space. They can color in the pictures to make each and every *Power Reader* their own!
3	Find it!	Remind students to point to each letter as they say each letter name. By the end of kindergarten, students must fluently name at least 40 letters per minute. *Find It!* is a rapid letter-naming activity.
4	Heart Words	The Heart Word activities teach high-frequency words. As students trace the letters, have them say the letter name/sound. Point out which letters in the word do stand for the correct sound, and which do not. Example: In the word **what**, only the vowel seems "wrong." Make flashcards and post heart words on the wall for a visual reference.
5	Sound Stage	Have students repeat the picture names after you say them, listening carefully for the sounds. Clearly articulate sounds and have students do so, too. Show no letters or words. The focus is on sounds because this is a phonemic awareness activity.
6	Read and Repeat Vocabulary	First, have students decode (sound out) these words and phrases. Focus on accuracy. Then, ask them to read this vocabulary bank several times, increasing the rate. Create flashcards and word walls. Discuss meaning briefly, if needed. Be sure that students can read the vocabulary words before they attempt to read the story.
7	Story Introduction	Use the summary or questions on this page to briefly activate vocabulary and create anticipatory set. Let students read the words that are decodable in the introduction.

Page	Title	Activity
8–13	Story Text	Each story gives students the chance to apply decoding skills and practice high frequency words. Remember, students should *always* point to each word while reading. Again, focus on accuracy first, then rate. Avoid "round robin" reading. Ask students to read each story several times (silent read, echo read, choral read, partner read, oral read, cloze read) until fluent. Quickly and incidentally connect unknown vocabulary. Error correction: If it is a heart word, simply provide the correct response. If decodable, isolate sounds in word and help students blend the word. In case of any error, have students reread the entire sentence or page in which the mistaken word appears. Model expressive reading of the text after students have decoded the story independently. Struggling readers will tire after 10 minutes of reading. Finally, encourage students to color the illustrations in their booklets. Keep the tone positive!
14	Look Back!	Work on comprehension pages with students after they can read with fluent expression. Encourage the habit of looking back in the book to find answers. Allow students to annotate text (e.g., circle words, jot down notes, color key pictures). Students gain experience with literal comprehension here.
15	Rhyme Time!	Have students sound out the decodable rhymes or poems. Note that some poems may be challenging. Next, model expressive reading: all at once, then one section at a time. Then, have students reread until fluent and expressive. Make this fun! Some of these can be read chorally, or in parts, or acted out. Discuss meaning. Students may draw a corresponding picture.
16	Questions for Discussion	Based on Bloom's hierarchy, many of these comprehension questions are open-ended. Read the question to students. Have students follow along in the book. Help students look back in the story as needed. Ask students to retell the story. Keep the discussion brief and light.

This guide provides information about how *Power Readers* align with using *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) as well as a detailed outline of the research this series was built on. It also includes completion and fluency charts that you can reproduce for each of your students to record and track their progress!

Happy reading!
Susan Ebbers