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 Student Book Workbook	8297-1 8298-X 8299-8
Level 2 Starter Kit (Teacher's Guide, 5 Workbooks, 5 Student Books) 5 Student Workbooks	S8300-5 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.

• 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 <i>c/g</i> • Blends • Digraphs • <i>y</i> as <i>i</i> • Silent Letters • Controlled- <i>r</i> • Variant Vowel Pairs • Diphthongs • Variant Vowel Patterns • Plural -es, ies, -ves • Contractions	Comprehension Skills Identifying Sequence Using Context Identifying the Main Idea Drawing Conclusions Making Inferences
	Reading Strategies • Using Prior Knowledge • Questioning • Visualizing • Predicting • Summarizing • Monitoring
 Sight Words Phonemic Awareness Identifying Beginning Sounds Identifying Middle Sounds Identifying Ending Sounds Matching Beginning Sounds Matching Middle Sounds Matching Middle Sounds Identifying Conset and Rime Identifying Rhyming Words 	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
Flu <i>ency</i> ♦ Choral Reading ♦ Repeated Reading ♦ Timed Reading	Writing Copying Words and Sentences Writing Dictated Words Constructing Short Sentences

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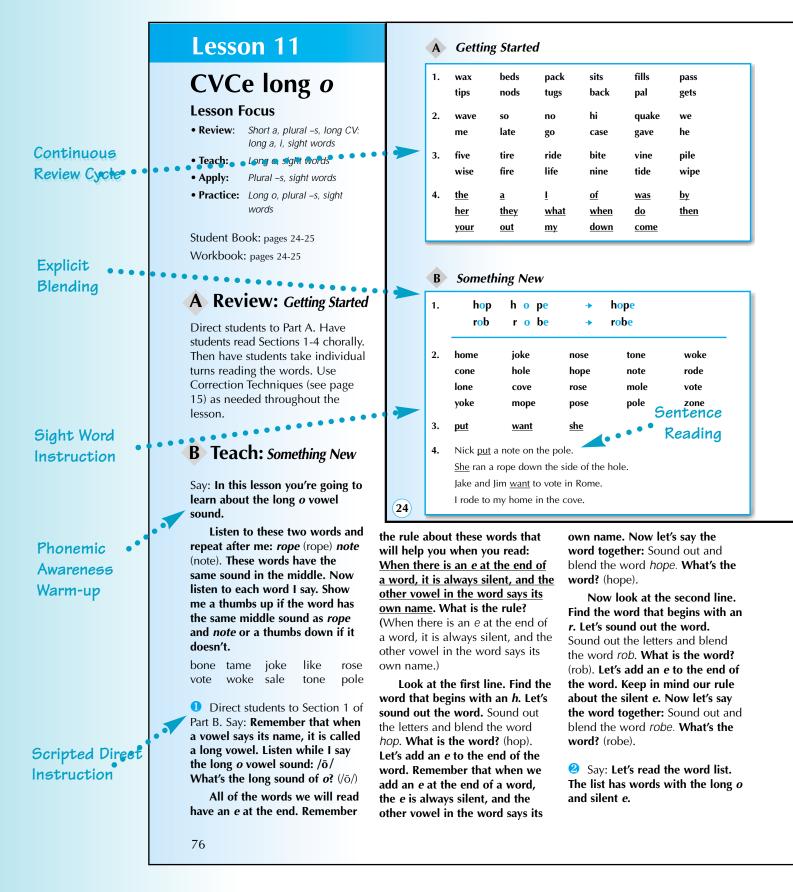
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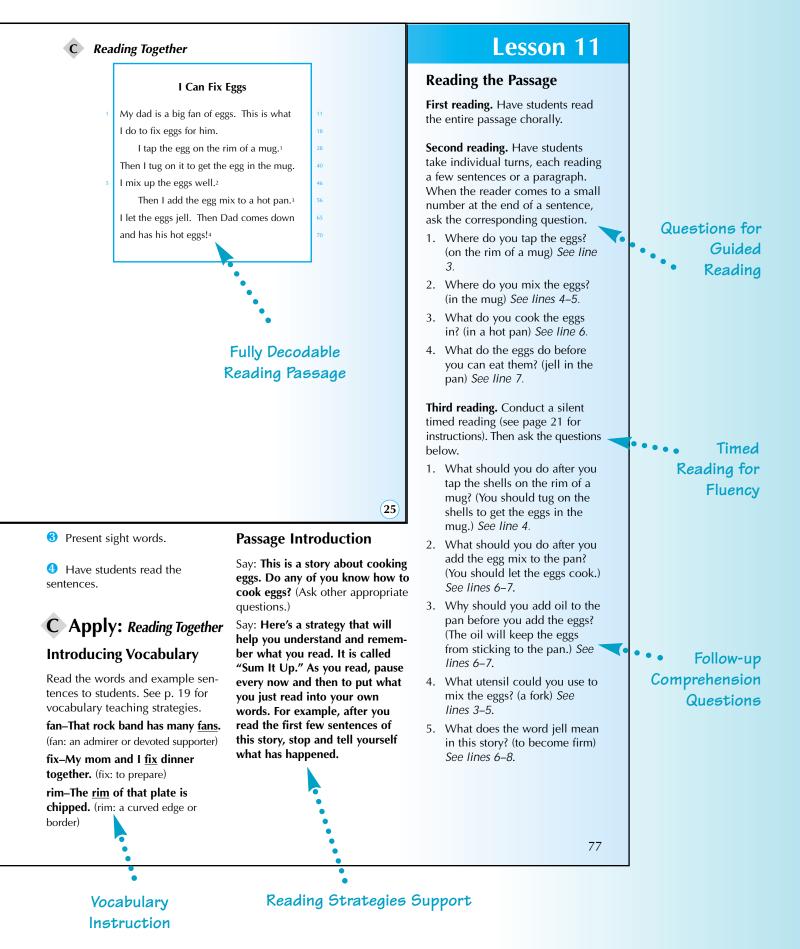
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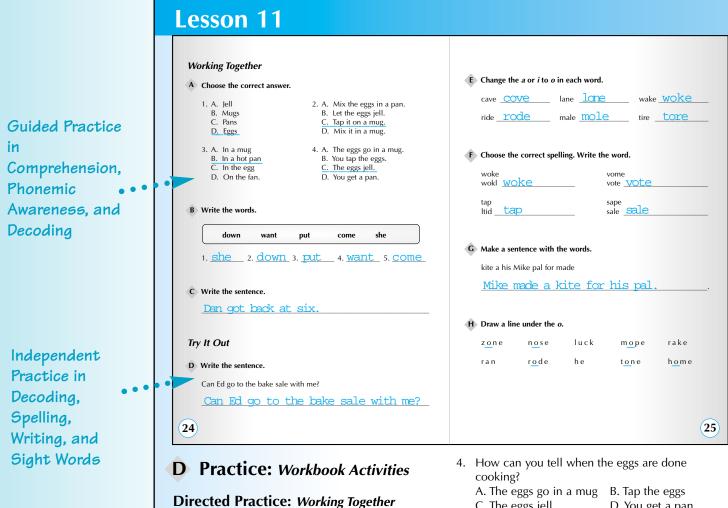
SAMPLE LESSON-TEACHER'S EDITION (LEVEL 1)



HIGH NOON READING-LEVEL 1



SAMPLE LESSON-TEACHER'S EDITION (LEVEL 1)



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.

- 1. What does Dad like to eat?

 A. Jell
 B. Mugs

 C. Pans
 D. Eggs
- How do you crack an egg?
 A. Mix it in a pan.
 C. Tap it on a mug.
 D. Mix it in a mug.
- 3. Where do you cook the eggs?A. In a mugB. In a hot panC. In the eggD. On the fan

A. The eggs go in a mug B. Tap the eggs <u>C. The eggs jell</u> D. You get a pan
B. Read the following words slowly, blending the

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.

HIGH NOON READING-LEVEL 1

