MacqLit
the Macquarie Literacy Program
for small group instruction

Samples





What is MacqLit?

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

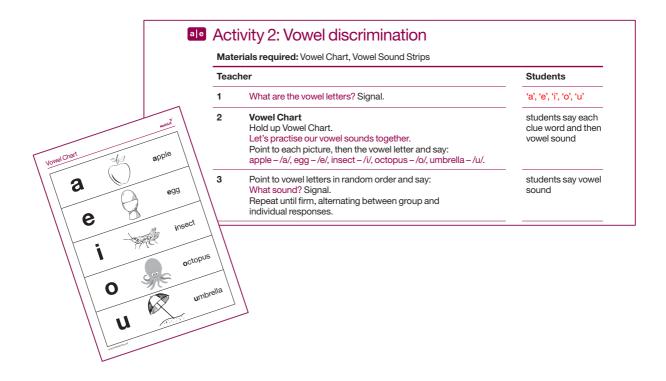
What is in this package of samples?

In this package you will find snapshots of the type of activities that can be found in MacqLit, the Macquarie Literacy Program, including sections from the Handbooks and Sounds and Words Books. The carefully sequenced lessons and word selection ensure that students practise each skill to mastery.

Phonological/phonemic tasks

The MacqLit program includes activities for oral blending, oral segmenting and vowel discrimination. Syllable clapping activities are also included to help prepare students for reading multi-syllable words.

Below is a snapshot of the first three steps in the vowel discrimination activity from the Handbook, which uses the Vowel Chart.



Program Content

The teaching of phonic skills is addressed through 122 carefully scripted lessons, divided into nine parts, delivered to small groups (ideally four students, but with provision for flexibility).

The carefully constructed sequence of lessons teaches essential skills such as:

- ▶ Letter-sound correspondences presented in an easy to hard sequence,
- Strategies for decoding multi-syllable words,
- Prefixes and suffixes, and
- Generalising component skills through connected text reading.

In addition, students should be given extensive opportunities to practise their skills by reading one-on-one with a tutor for 20 minutes, preferably daily, through MultiLit's well-established and highly successful Reinforced Reading.

Bonus: WARP Kit included with first MacqLit Kit purchased.

MacqLit Skills Sequence

Part A: Single sounds, VC and CVC words

Part B: Consonant digraphs, beginning and end blends

Part C: Split digraphs, suffixes, vowel digraph

Part D: Letter combinations

Part E: Suffixes, letter combinations

Part F: 'c' (/s/) and 'g' (/j/), V/CV syllable pattern, letter combinations, prefixes, suffixes

Part G: Letter combinations

Part H: 'ch' saying /k/, 'ph' saying /f/, suffixes

Part I: Prefixes, suffixes

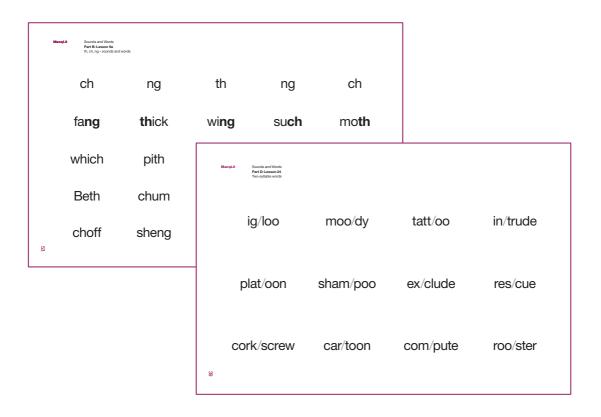


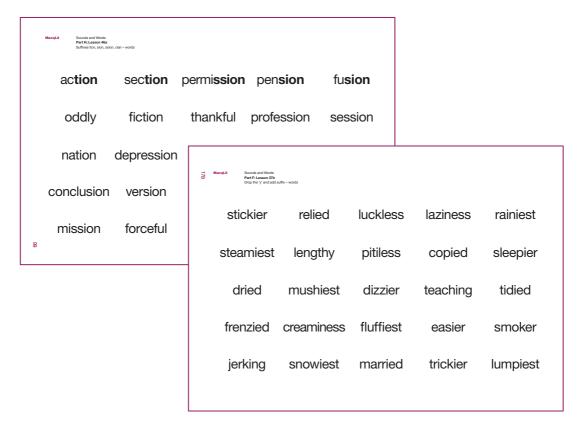
MacqLit Lesson Checklist

Sound Prompt Cards	
Flashcards	
Sounds and Words Books	
Spelling	
Multi-syllable words	
Putting it all together	
Dictation	
Progress Monitoring	
Sight Words (if required)	
Book reading	

Reading words - Sounds and Words Books

Following are some examples of pages found in the Sounds and Words Books. Students practise the current phonic skill by reading one- and multi-syllable words.





Reading sentences, paragraphs and stories – Sounds and Words Books

Students are encouraged to generalise their skills to reading specially written sentences, paragraphs and stories. Comprehension questions are included.

MacqLit

Sounds and Words
Part D: Lesson 20b
Story

Putting it all together: Story A

Fishing at the Lake

When it got dark, Mark and I went fishing. We made our way to the foreshore with our rods and tossed our lines into the lake. It was not long before Mark's line was being yanked about. He pulled it in. On the end was a small carp.

"Too short," I remarked. "Throw it back."

We kept fishing. This time my line started to jump. I pulled the line up. Hanging onto the end was a mini catfish.

"Too small, way too small," called Mark. "Throw it back."

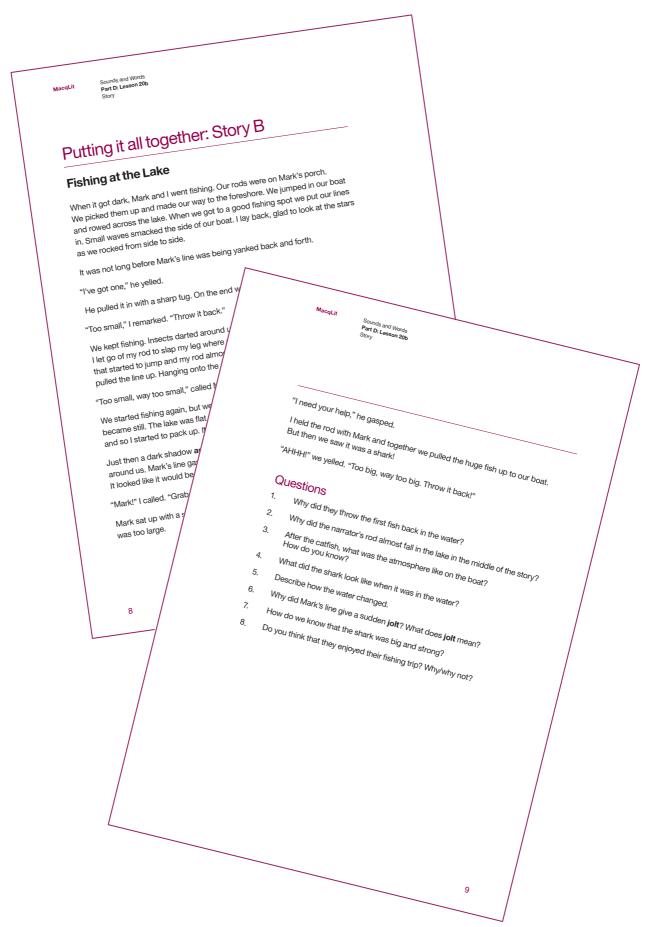
We started fishing again. The lake was flat and **calm**. Just then a dark shadow **approached** the shore. Huge waves started to form. Mark's line gave a sudden sharp **jolt** and his rod bent like mad. He pulled the line hard but the fish was too large. I held the rod with Mark and together we landed the huge fish. It was a shark!

"AHHH!" we yelled. "Too big, too big. Throw it back!"

Questions

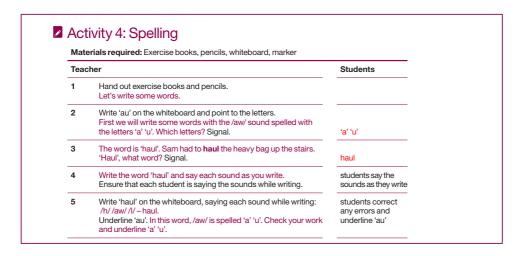
- 1. Why did they throw the first fish back in the water?
- 2. What was hanging onto the fishing line the second time?
- 3. What happened to the water when the dark shadow approached? What does approached mean?
- 4. Why did Mark's line give a sudden jolt? What does jolt mean?
- 5. What caused Mark's rod to 'bend like mad'?
- 6. Why did they both hold onto Mark's rod?
- 7. Do you think that they will go fishing again? Why/why not?

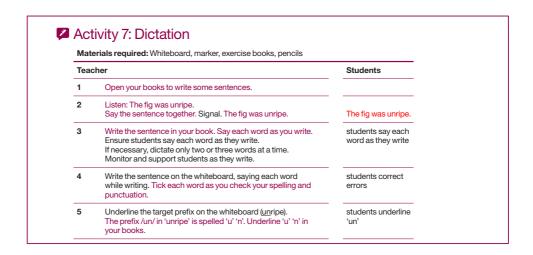
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Written tasks

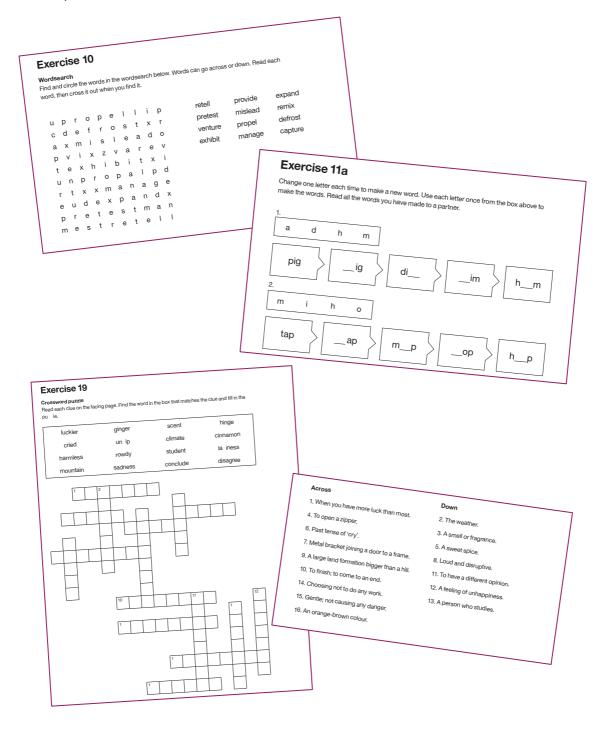
Students write words and sentences targeting the current phonic skill in spelling and dictation activities. Snapshots of the first few steps of these activities taken from the Handbook can be found below.





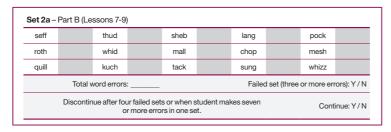
Activity Book

The Activity Book is a supplementary resource to be used to consolidate and revise a particular skill that has been taught during the MacqLit lessons. It may be used during testing, when the teacher is working with individual students or back in the classroom as independent work. Students will find the exercises motivating, enjoying success as they work at the appropriate level. The Activity Book includes a variety of activities, from word matching, filling in missing words, wordsearches, comprehension questions based on the stories found in the Sounds and Words Book, and reinforcement of vocabulary encountered in the stories. Some examples can be seen below.



Monitoring student progress

The Placement Test is used to form groups and determine the appropriate starting point on the program. Students' progress is then frequently monitored using progress monitoring activities within the lesson, as well as regular Cumulative Reviews. This ensures students are retaining the skills taught across the MacqLit program. Lesson Records are completed for each session, keeping track of test results and student attendance. Snapshots of these tests and Lesson Records can be seen below.

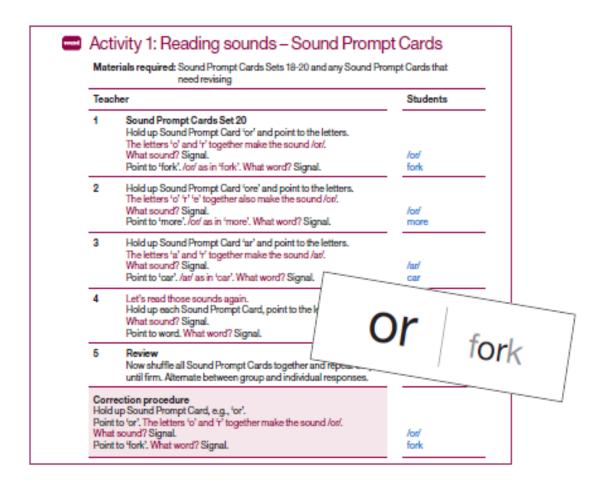


Cumulative Review 14 Presentation Sheet 1 (Handbook Part G, Page 133) Date: Circle the errors below and write the student's response above No. of errors Student Name wrench flair numb veer gorge birch knelt fudge spear brought gnat caught knotted glitch dare 2 wrench flair veer numb gorge brought caught 3 veer wrench flair numb gorge birch knelt fudge brought spear gnat caught knotted glitch dare

Date:	Lesson no.:	
Start on activity:	Finish on activity: l	esson complete: Y / N
Progress Monitoring/	Cumulative Review passed: Y / N / N/A	

Introducing new skills

New skills are introduced using Sound Prompt Cards. These cards isolate the target letter or letter combination and provide students with a sample word. This word may become a 'hook' that students can use to remember the sound represented by that letter pattern.



MacqLit Professional Development

Although teachers and aides need not be experts in linguistics and/or reading instruction to become MacqLit instructors, it would be very helpful if all those delivering the program had sufficient understanding of the English language to be able to respond appropriately to student error and minimise the risk of confusion. As the renowned reading researcher Louisa Moats (2009) so aptly puts it, "Teachers cannot teach well what they do not understand themselves" (p.387).

If delivery of MacqLit has been delegated to teacher assistants, it is essential that a trained teacher (often the learning support teacher) is trained in and proficient with the program materials and methodology to provide supervision and support to ensure that the program is being delivered correctly. Instructional decisions should only be made by those who have the expertise to do so.

Is training essential?

To purchase the program, a minimum of one teacher from the school must attend the two-day (12 hours) Professional Development workshop. Although procedures and routines will become familiar over time, the training will provide teachers with the necessary knowledge to get the program up and running in the correct way. This will ensure that the program has the best chance of success. Teachers and teacher aides who are not familiar with the style of teaching would greatly benefit from the training, which provides an opportunity to get an overview of the whole program and practise the activities. Ideally, the learning support teacher overseeing the program and the person delivering the training should attend together.

What materials are supplied in the Kit?

The MacqLit Kit includes the following items.

- Manual
- Handbooks with scripted lessons: one Handbook per Part (A-I), with the exception of Parts H and I, which are combined in one Handbook
- Sounds and Words Books (Parts A-C, D-F, G-I): five copies of each book (one required per student during the lesson)
- ▶ Flashcards
- Sound Prompt Cards
- Sight Word Flashcards
- Lesson Checklist
- Vowel Chart and Vowel Sound Strips
- Reinforced Reading DVD and Booklet
- Testing and Lesson Records Book: one copy
- Activity Book: five copies

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MacqLit

Find out more

For further information on MacqLit, visit www.multilit.com/programs/macqlit.

To purchase MacqLit and to register for the two-day Professional Development Workshop, visit the MultiLit Shop online at www.multilit.com/programs/macqlit-shop.

