

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.

a e **Activity 2: Vowel discrimination**

Materials required: Vowel Chart, Vowel Sound Strips

Teacher	Students
1 What are the vowel letters? Signal.	'a', 'e', 'i', 'o', 'u'
2 Vowel Chart Hold up Vowel Chart. Let's practise our vowel sounds together. Point to each picture, then the vowel letter and say: apple - /a/, egg - /e/, insect - /i/, octopus - /o/, umbrella - /u/.	students say each clue word and then vowel sound
3 Point to vowel letters in random order and say: What sound? Signal. Repeat until firm, alternating between group and individual responses.	students say vowel sound

The Vowel Chart is a rectangular card with a pink border. It is titled 'Vowel Chart' in the top left corner. It contains five rows, each with a vowel letter in a large font, a small illustration, and the name of the object. The rows are: 'a' with an apple, 'e' with an egg, 'i' with an insect, 'o' with an octopus, and 'u' with an umbrella. The card is tilted slightly to the right.

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.

MacqLit Sounds and Words
Part B: Lesson 9a
th, ch, ng – sounds and words

ch	ng	th	ng	ch
fang	thick	wing	such	moth
which	pith			
Beth	chum			
choff	sheng			

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MacqLit Sounds and Words
Part D: Lesson 24
Two-syllable words

ig/loo	moo/dy	tatt/oo	in/trude
plat/oon	sham/poo	ex/clude	res/cue
cork/screw	car/toon	com/pute	roo/ster

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MacqLit Sounds and Words
Part H: Lesson 46a
Suffixes tion, sion, sion, cian – words

action	section	permission	pension	fusion
oddy	fiction	thankful	profession	session
nation	depression			
conclusion	version			
mission	forceful			

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MacqLit Sounds and Words
Part F: Lesson 37b
Drop the 'y' and add suffix – words

stickier	relied	luckless	laziness	rainiest
steamier	lengthy	pitiless	copied	sleepier
dried	mushiest	dizzier	teaching	tidied
frenzied	creaminess	fluffiest	easier	smoker
jerking	snowiest	married	trickier	lumpier

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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?

Putting it all together: Story B

Fishing at the Lake

When it got dark, Mark and I went fishing. Our rods were on Mark's porch. We picked them up and made our way to the foreshore. We jumped in our boat and rowed across the lake. When we got to a good fishing spot we put our lines in. Small waves smacked the side of our boat. I lay back, glad to look at the stars as we rocked from side to side.

It was not long before Mark's line was being yanked back and forth.

"I've got one," he yelled.

He pulled it in with a sharp tug. On the end was

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

We kept fishing. Insects darted around us. I let go of my rod to slap my leg where a mosquito had just bit me. My rod almost pulled the line up. Hanging onto the

"Too small, way too small," called Mark.

We started fishing again, but the water became still. The lake was flat and so I started to pack up. It

Just then a dark shadow appeared around us. Mark's line gave a sudden pull. It looked like it would be

"Mark!" I called. "Grab your rod!"

Mark sat up with a start. His line was too large.

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"I need your help," he gasped.

I held the rod with Mark and together we pulled the huge fish up to our boat. But then we saw it was a shark!

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

Questions

1. Why did they throw the first fish back in the water?
2. Why did the narrator's rod almost fall in the lake in the middle of the story? How do you know?
3. After the catfish, what was the atmosphere like on the boat?
4. What did the shark look like when it was in the water?
5. Describe how the water changed.
6. Why did Mark's line give a sudden **jolt**? What does **jolt** mean?
7. How do we know that the shark was big and strong?
8. Do you think that they enjoyed their fishing trip? 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 4: Spelling

Materials required: Exercise books, pencils, whiteboard, marker

Teacher	Students
1 Hand out exercise books and pencils. Let's write some words.	
2 Write 'au' on the whiteboard and point to the letters. First we will write some words with the /aw/ sound spelled with the letters 'a' 'u'. Which letters? Signal.	'a' 'u'
3 The word is 'haul'. Sam had to haul the heavy bag up the stairs. 'Haul', what word? Signal.	haul
4 Write the word 'haul' and say each sound as you write. Ensure that each student is saying the sounds while writing.	students say the sounds as they write
5 Write 'haul' on the whiteboard, saying each sound while writing: /h/ /aw/ // – haul. Underline 'au'. In this word, /aw/ is spelled 'a' 'u'. Check your work and underline 'a' 'u'.	students correct any errors and underline 'au'

Activity 7: Dictation

Materials required: Whiteboard, marker, exercise books, pencils

Teacher	Students
1 Open your books to write some sentences.	
2 Listen: The fig was unripe. Say the sentence together. Signal. The fig was unripe.	The fig was unripe.
3 Write the sentence in your book. Say each word as you write. Ensure students say each word as they write. If necessary, dictate only two or three words at a time. Monitor and support students as they write.	students say each word as they write
4 Write the sentence on the whiteboard, saying each word while writing. Tick each word as you check your spelling and punctuation.	students correct errors
5 Underline the target prefix on the whiteboard (<u>un</u> ripe). The prefix /un/ in 'unripe' is spelled 'u' 'n'. Underline 'u' 'n' in your books.	students underline 'un'

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.

Exercise 10
Wordsearch
 Find and circle the words in the wordsearch below. Words can go across or down. Read each word, then cross it out when you find it.

u p r o p e l l i p	retell	provide	expand
c d e f r o s t x r	pretest	mislead	remix
a x m i s l e a d o	venture	propel	defrost
p v i x z v a r e v	exhibit	manage	capture
t e x h i b i t x i			
u n p r o p a l p d			
r t x x m a n a g e			
e u d e x p a n d x			
p r e t e s t m a n			
m e s t r e t e l l			

Exercise 11a
 Change one letter each time to make a new word. Use each letter once from the box above to make the words. Read all the words you have made to a partner.

1.

a	d	h	m
---	---	---	---

pig → ig → di → im → h m

2.

m	i	h	o
---	---	---	---

tap → ap → m p → op → h p

Exercise 19
Crossword puzzle
 Read each clue on the facing page. Find the word in the box that matches the clue and fill in the puzzle.

luckier	ginger	scent	hinge
cried	unip	climate	cinnamon
harmless	rowdy	student	lajiness
mountain	sadness	conclude	disagree

Across	Down
1. When you have more luck than most.	2. The weather.
4. To open a zipper.	3. A smell or fragrance.
6. Past tense of 'cry'.	5. A sweet spice.
7. Metal bracket joining a door to a frame.	8. Loud and disruptive.
9. A large land formation bigger than a hill.	11. To have a different opinion.
10. To finish; to come to an end.	12. A feeling of unhappiness.
14. Choosing not to do any work.	13. A person who studies.
15. Gentle; not causing any danger.	
16. An orange-brown colour.	

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.

Set 2a – Part B (Lessons 7-9)									
seff		thud		sheb		lang		pock	
roth		whid		mall		chop		mesh	
quill		kuch		tack		sung		whizz	
Total word errors: _____				Failed set (three or more errors): Y / N					
Discontinue after four failed sets or when student makes seven or more errors in one set.								Continue: Y / N	

Cumulative Review 14

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

Lesson Records

Date: _____ Lesson no.: _____

Start on activity: _____ Finish on activity: _____ Lesson complete: Y / N

Progress Monitoring/Cumulative Review passed: Y / N / N/A

Comments: _____

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.

Activity 1: Reading sounds – Sound Prompt Cards

Materials required: Sound Prompt Cards Sets 18-20 and any Sound Prompt Cards that need revising

Teacher	Students
1 Sound Prompt Cards Set 20 Hold up Sound Prompt Card 'or' and point to the letters. The letters 'o' and 'r' together make the sound /or/. What sound? Signal. Point to 'fork'. /or/ as in 'fork'. What word? Signal.	/or/ fork
2 Hold up Sound Prompt Card 'ore' and point to the letters. The letters 'o' 'r' 'e' together also make the sound /or/. What sound? Signal. Point to 'more'. /or/ as in 'more'. What word? Signal.	/or/ more
3 Hold up Sound Prompt Card 'ar' and point to the letters. The letters 'a' and 'r' together make the sound /ar/. What sound? Signal. Point to 'car'. /ar/ as in 'car'. What word? Signal.	/ar/ car
4 Let's read those sounds again. Hold up each Sound Prompt Card, point to the letters. What sound? Signal. Point to word. What word? Signal.	
5 Review Now shuffle all Sound Prompt Cards together and repeat the activity until firm. Alternate between group and individual responses.	
Correction procedure Hold up Sound Prompt Card, e.g., 'or'. Point to 'or'. The letters 'o' and 'r' together make the sound /or/. What sound? Signal. Point to 'fork'. What word? Signal.	/or/ fork

or

fork

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

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.