



PreK – Grade 3 Early Literacy Update

Tyler ISD Board Meeting

January 22, 2018

Tyler ISD

PreK – Grade 3 Early Literacy

Lone Star Governance Goal 1: Early Literacy

- **The number of students who are on grade level in reading at the end of 3rd grade according to Rasch Unit Scale (RIT) scores will increase from 39% in the Spring of 2016 to 85% in the Spring of 2021.**

Reading Instruction

- Targeted plan for reading instruction
- Day by day lessons
- Explicit language
- Systematic with spiraling of skills
- Research-based activities

Opening Routines		Workshop Model					Resources
	Phonics/Word Study 10-15 mins.	Vocabulary 15 mins.	Comprehension 15-20 mins.	Fluency 10 mins.	Guided Reading/ Workstations 30-45 mins.		
<p>TEKS:</p> <p>I can distinguish between long and short vowel sounds in spoken words. (1.2B)</p> <p>I can recognize the change in a spoken word when a specified phoneme is added, changed, or changed. (1.2C)</p> <p>I can blend phonemes to make words. (1.2D)</p> <p>I can isolate initial, medial, and final sounds in words orally. (1.2E)</p> <p>Ongoing TEKS:</p> <p>1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.2A, 1.2B, 1.29</p>	<p>I can decode and spell CVCe words. (1.22Bii)</p> <p>I can decode words with onants. (1.3Ai)</p> <p>I can decode words with vowels. (1.3Aii)</p> <p>I can decode words with consonant phs. (1.3Aiv)</p> <p>I can identify/read contractions. (1.3Aiv)</p> <p>I can identify/read high frequency/sight words. (1.3H)</p> <p>I can use a word wall and/or dictionary to find correct spellings. (1.3E)</p> <p>Ongoing TEKS: 1.3i, 1.22A, 1.22Ai, 1.22C, 1.22E</p> <p>I can distinguish sounds/intonation patterns of English. (2A)</p> <p>I can recognize elements of the English sound system. (2B)</p> <p>I can practice sounds/pronunciation of English words. (3A)</p> <p>Phonemic Awareness Lessons:</p> <p>Week 2 Lessons</p> <p>Review: Counting syllables in words</p> <p>*Spiral Review: Rhyming words with: -un, -ot, -ed, -ee, -et</p>	<p>TEKS:</p> <p>I can determine the meaning of what words mean from how they are used in a sentence that I hear or read. (1.6C)</p> <p>I can use a dictionary to find words and definitions and alphabetize words. (1.6E)</p> <p>Ongoing TEKS:</p> <p>1.27A, 1.28A</p> <p>ELPS:</p> <p>I can use prior knowledge and experiences to understand meanings in English. (1A)</p> <p>I can monitor oral and written language production and employ self-corrective techniques or other resources. (1B)</p> <p>I can use accessible language and learn new and essential language in the process. (1F)</p> <p>I can demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each. (1G)</p> <p>I can learn new language structures, expressions, and vocabulary. (2C)</p> <p>I can understand meaning/main points/details of spoken language. (2G)</p> <p>I can demonstrate listening comprehension of spoken English. (2I)</p> <p>I can develop basic sight vocabulary, derive meaning of environmental print, and comprehend English</p>	<p>TEKS:</p> <p>I can identify the topic and explain the author's purpose in writing about text. (1.13A)</p> <p>I can follow written multi-step</p> <p>I can restate the main idea, heard or read. (1.14A)**</p> <p>I can identify important facts or details in text, heard or read. (1.14B)**</p> <p>I can retell the order of events in a text by referring to the words and/or illustrations. (1.14C)**</p> <p>I can use text features to locate specific information in text. (1.14D)**</p> <p>Ongoing TEKS</p> <p>1.4B, 1.4C, 1.12A, Fig. 19 A, B, C, D, E, F, 1.27A, 1.27B, 1.28A, 1.28B, 1.28C, 1.28D, 1.28E, 1.28F, 1.28G, 1.28H, 1.28I, 1.28J, 1.28K, 1.28L, 1.28M, 1.28N, 1.28O, 1.28P, 1.28Q, 1.28R, 1.28S, 1.28T, 1.28U, 1.28V, 1.28W, 1.28X, 1.28Y, 1.28Z, 1.28AA, 1.28AB, 1.28AC, 1.28AD, 1.28AE, 1.28AF, 1.28AG, 1.28AH, 1.28AI, 1.28AJ, 1.28AK, 1.28AL, 1.28AM, 1.28AN, 1.28AO, 1.28AP, 1.28AQ, 1.28AR, 1.28AS, 1.28AT, 1.28AU, 1.28AV, 1.28AW, 1.28AX, 1.28AY, 1.28AZ, 1.28BA, 1.28BB, 1.28BC, 1.28BD, 1.28BE, 1.28BF, 1.28BG, 1.28BH, 1.28BI, 1.28BJ, 1.28BK, 1.28BL, 1.28BM, 1.28BN, 1.28BO, 1.28BP, 1.28BQ, 1.28BR, 1.28BS, 1.28BT, 1.28BU, 1.28BV, 1.28BW, 1.28BX, 1.28BY, 1.28BZ, 1.28CA, 1.28CB, 1.28CC, 1.28CD, 1.28CE, 1.28CF, 1.28CG, 1.28CH, 1.28CI, 1.28CJ, 1.28CK, 1.28CL, 1.28CM, 1.28CN, 1.28CO, 1.28CP, 1.28CQ, 1.28CR, 1.28CS, 1.28CT, 1.28CU, 1.28CV, 1.28CW, 1.28CX, 1.28CY, 1.28CZ, 1.28DA, 1.28DB, 1.28DC, 1.28DD, 1.28DE, 1.28DF, 1.28DG, 1.28DH, 1.28DI, 1.28DJ, 1.28DK, 1.28DL, 1.28DM, 1.28DN, 1.28DO, 1.28DP, 1.28DQ, 1.28DR, 1.28DS, 1.28DT, 1.28DU, 1.28DV, 1.28DW, 1.28DX, 1.28DY, 1.28DZ, 1.28EA, 1.28EB, 1.28EC, 1.28ED, 1.28EE, 1.28EF, 1.28EG, 1.28EH, 1.28EI, 1.28EJ, 1.28EK, 1.28EL, 1.28EM, 1.28EN, 1.28EO, 1.28EP, 1.28EQ, 1.28ER, 1.28ES, 1.28ET, 1.28EU, 1.28EV, 1.28EW, 1.28EX, 1.28EY, 1.28EZ, 1.28FA, 1.28FB, 1.28FC, 1.28FD, 1.28FE, 1.28FF, 1.28FG, 1.28FH, 1.28FI, 1.28FJ, 1.28FK, 1.28FL, 1.28FM, 1.28FN, 1.28FO, 1.28FP, 1.28FQ, 1.28FR, 1.28FS, 1.28FT, 1.28FU, 1.28FV, 1.28FW, 1.28FX, 1.28FY, 1.28FZ, 1.28GA, 1.28GB, 1.28GC, 1.28GD, 1.28GE, 1.28GF, 1.28GG, 1.28GH, 1.28GI, 1.28GJ, 1.28GK, 1.28GL, 1.28GM, 1.28GN, 1.28GO, 1.28GP, 1.28GQ, 1.28GR, 1.28GS, 1.28GT, 1.28GU, 1.28GV, 1.28GW, 1.28GX, 1.28GY, 1.28GZ, 1.28HA, 1.28HB, 1.28HC, 1.28HD, 1.28HE, 1.28HF, 1.28HG, 1.28HH, 1.28HI, 1.28HJ, 1.28HK, 1.28HL, 1.28HM, 1.28HN, 1.28HO, 1.28HP, 1.28HQ, 1.28HR, 1.28HS, 1.28HT, 1.28HU, 1.28HV, 1.28HW, 1.28HX, 1.28HY, 1.28HZ, 1.28IA, 1.28IB, 1.28IC, 1.28ID, 1.28IE, 1.28IF, 1.28IG, 1.28IH, 1.28II, 1.28IJ, 1.28IK, 1.28IL, 1.28IM, 1.28IN, 1.28IO, 1.28IP, 1.28IQ, 1.28IR, 1.28IS, 1.28IT, 1.28IU, 1.28IV, 1.28IW, 1.28IX, 1.28IY, 1.28IZ, 1.28JA, 1.28JB, 1.28JC, 1.28JD, 1.28JE, 1.28JF, 1.28JG, 1.28JH, 1.28JI, 1.28JJ, 1.28JK, 1.28JL, 1.28JM, 1.28JN, 1.28JO, 1.28JP, 1.28JQ, 1.28JR, 1.28JS, 1.28JT, 1.28JU, 1.28JV, 1.28JW, 1.28JX, 1.28JY, 1.28JZ, 1.28KA, 1.28KB, 1.28KC, 1.28KD, 1.28KE, 1.28KF, 1.28KG, 1.28KH, 1.28KI, 1.28KJ, 1.28KK, 1.28KL, 1.28KM, 1.28KN, 1.28KO, 1.28KP, 1.28KQ, 1.28KR, 1.28KS, 1.28KT, 1.28KU, 1.28KV, 1.28KW, 1.28KX, 1.28KY, 1.28KZ, 1.28LA, 1.28LB, 1.28LC, 1.28LD, 1.28LE, 1.28LF, 1.28LG, 1.28LH, 1.28LI, 1.28LJ, 1.28LK, 1.28LL, 1.28LM, 1.28LN, 1.28LO, 1.28LP, 1.28LQ, 1.28LR, 1.28LS, 1.28LT, 1.28LU, 1.28LV, 1.28LW, 1.28LX, 1.28LY, 1.28LZ, 1.28MA, 1.28MB, 1.28MC, 1.28MD, 1.28ME, 1.28MF, 1.28MG, 1.28MH, 1.28MI, 1.28MJ, 1.28MK, 1.28ML, 1.28MN, 1.28MO, 1.28MP, 1.28MQ, 1.28MR, 1.28MS, 1.28MT, 1.28MU, 1.28MV, 1.28MW, 1.28MX, 1.28MY, 1.28MZ, 1.28NA, 1.28NB, 1.28NC, 1.28ND, 1.28NE, 1.28NF, 1.28NG, 1.28NH, 1.28NI, 1.28NJ, 1.28NK, 1.28NL, 1.28NM, 1.28NO, 1.28NP, 1.28NQ, 1.28NR, 1.28NS, 1.28NT, 1.28NU, 1.28NV, 1.28NW, 1.28NX, 1.28NY, 1.28NZ, 1.28OA, 1.28OB, 1.28OC, 1.28OD, 1.28OE, 1.28OF, 1.28OG, 1.28OH, 1.28OI, 1.28OJ, 1.28OK, 1.28OL, 1.28OM, 1.28ON, 1.28OO, 1.28OP, 1.28OQ, 1.28OR, 1.28OS, 1.28OT, 1.28OU, 1.28OV, 1.28OW, 1.28OX, 1.28OY, 1.28OZ, 1.28PA, 1.28PB, 1.28PC, 1.28PD, 1.28PE, 1.28PF, 1.28PG, 1.28PH, 1.28PI, 1.28PJ, 1.28PK, 1.28PL, 1.28PM, 1.28PN, 1.28PO, 1.28PP, 1.28PQ, 1.28PR, 1.28PS, 1.28PT, 1.28PU, 1.28PV, 1.28PW, 1.28PX, 1.28PY, 1.28PZ, 1.28QA, 1.28QB, 1.28QC, 1.28QD, 1.28QE, 1.28QF, 1.28QG, 1.28QH, 1.28QI, 1.28QJ, 1.28QK, 1.28QL, 1.28QM, 1.28QN, 1.28QO, 1.28QP, 1.28QQ, 1.28QR, 1.28QS, 1.28QT, 1.28QU, 1.28QV, 1.28QW, 1.28QX, 1.28QY, 1.28QZ, 1.28RA, 1.28RB, 1.28RC, 1.28RD, 1.28RE, 1.28RF, 1.28RG, 1.28RH, 1.28RI, 1.28RJ, 1.28RK, 1.28RL, 1.28RM, 1.28RN, 1.28RO, 1.28RP, 1.28RQ, 1.28RR, 1.28RS, 1.28RT, 1.28RU, 1.28RV, 1.28RW, 1.28RX, 1.28RY, 1.28RZ, 1.28SA, 1.28SB, 1.28SC, 1.28SD, 1.28SE, 1.28SF, 1.28SG, 1.28SH, 1.28SI, 1.28SJ, 1.28SK, 1.28SL, 1.28SM, 1.28SN, 1.28SO, 1.28SP, 1.28SQ, 1.28SR, 1.28SS, 1.28ST, 1.28SU, 1.28SV, 1.28SW, 1.28SX, 1.28SY, 1.28SZ, 1.28TA, 1.28TB, 1.28TC, 1.28TD, 1.28TE, 1.28TF, 1.28TG, 1.28TH, 1.28TI, 1.28TJ, 1.28TK, 1.28TL, 1.28TM, 1.28TN, 1.28TO, 1.28TP, 1.28TQ, 1.28TR, 1.28TS, 1.28TT, 1.28TU, 1.28TV, 1.28TW, 1.28TX, 1.28TY, 1.28TZ, 1.28UA, 1.28UB, 1.28UC, 1.28UD, 1.28UE, 1.28UF, 1.28UG, 1.28UH, 1.28UI, 1.28UJ, 1.28UK, 1.28UL, 1.28UM, 1.28UN, 1.28UO, 1.28UP, 1.28UQ, 1.28UR, 1.28US, 1.28UT, 1.28UU, 1.28UV, 1.28UW, 1.28UX, 1.28UY, 1.28UZ, 1.28VA, 1.28VB, 1.28VC, 1.28VD, 1.28VE, 1.28VF, 1.28VG, 1.28VH, 1.28VI, 1.28VJ, 1.28VK, 1.28VL, 1.28VM, 1.28VN, 1.28VO, 1.28VP, 1.28VQ, 1.28VR, 1.28VS, 1.28VT, 1.28VU, 1.28VV, 1.28VW, 1.28VX, 1.28VY, 1.28VZ, 1.28WA, 1.28WB, 1.28WC, 1.28WD, 1.28WE, 1.28WF, 1.28WG, 1.28WH, 1.28WI, 1.28WJ, 1.28WK, 1.28WL, 1.28WM, 1.28WN, 1.28WO, 1.28WP, 1.28WQ, 1.28WR, 1.28WS, 1.28WT, 1.28WU, 1.28WV, 1.28WW, 1.28WX, 1.28WY, 1.28WZ, 1.28XA, 1.28XB, 1.28XC, 1.28XD, 1.28XE, 1.28XF, 1.28XG, 1.28XH, 1.28XI, 1.28XJ, 1.28XK, 1.28XL, 1.28XM, 1.28XN, 1.28XO, 1.28XP, 1.28XQ, 1.28XR, 1.28XS, 1.28XT, 1.28XU, 1.28XV, 1.28XW, 1.28XX, 1.28XY, 1.28XZ, 1.28YA, 1.28YB, 1.28YC, 1.28YD, 1.28YE, 1.28YF, 1.28YG, 1.28YH, 1.28YI, 1.28YJ, 1.28YK, 1.28YL, 1.28YM, 1.28YN, 1.28YO, 1.28YP, 1.28YQ, 1.28YR, 1.28YS, 1.28YT, 1.28YU, 1.28YV, 1.28YW, 1.28YX, 1.28YY, 1.28YZ, 1.28ZA, 1.28ZB, 1.28ZC, 1.28ZD, 1.28ZE, 1.28ZF, 1.28ZG, 1.28ZH, 1.28ZI, 1.28ZJ, 1.28ZK, 1.28ZL, 1.28ZM, 1.28ZN, 1.28ZO, 1.28ZP, 1.28ZQ, 1.28ZR, 1.28ZS, 1.28ZT, 1.28ZU, 1.28ZV, 1.28ZW, 1.28ZX, 1.28ZY, 1.28ZZ</p>	<p>Phonics connection: Long -o (CV and CVCe) and Long -u (CVCe)</p> <p>Phonological Awareness 5-10 mins.</p> <p>Day 1 - 2: Isolates the medial sound in words; distinguish between long and short vowels in spoken one-syllable words</p> <p>Day 3: Substitutes the medial sound in one-syllable words; distinguish between long and short vowels in spoken one-syllable words</p> <p>Day 4: Deleting of final sounds in words; Segmenting spoken words into individual phonemes; Blend spoken words to form one to two-syllable words</p> <p>Day 5: Deleting of final sounds in words; Segmenting spoken words into individual phonemes; Blend spoken words to form one to two-syllable words/Performance Tasks</p>	<p>I can identify the topic and explain the author's purpose in writing about text. (1.13A)</p> <p>I can follow written multi-step</p> <p>I can restate the main idea, heard or read. (1.14A)**</p> <p>I can identify important facts or details in text, heard or read. (1.14B)**</p> <p>I can retell the order of events in a text by referring to the words and/or illustrations. (1.14C)**</p> <p>I can use text features to locate specific information in text. (1.14D)**</p> <p>Ongoing TEKS</p> <p>1.4B, 1.4C, 1.12A, Fig. 19 A, B, C, D, E, F, 1.27A, 1.27B, 1.28A, 1.28B, 1.28C, 1.28D, 1.28E, 1.28F, 1.28G, 1.28H, 1.28I, 1.28J, 1.28K, 1.28L, 1.28M, 1.28N, 1.28O, 1.28P, 1.28Q, 1.28R, 1.28S, 1.28T, 1.28U, 1.28V, 1.28W, 1.28X, 1.28Y, 1.28Z, 1.28AA, 1.28AB, 1.28AC, 1.28AD, 1.28AE, 1.28AF, 1.28AG, 1.28AH, 1.28AI, 1.28AJ, 1.28AK, 1.28AL, 1.28AM, 1.28AN, 1.28AO, 1.28AP, 1.28AQ, 1.28AR, 1.28AS, 1.28AT, 1.28AU, 1.28AV, 1.28AW, 1.28AX, 1.28AY, 1.28AZ, 1.28BA, 1.28BB, 1.28BC, 1.28BD, 1.28BE, 1.28BF, 1.28BG, 1.28BH, 1.28BI, 1.28BJ, 1.28BK, 1.28BL, 1.28BM, 1.28BN, 1.28BO, 1.28BP, 1.28BQ, 1.28BR, 1.28BS, 1.28BT, 1.28BU, 1.28BV, 1.28BW, 1.28BX, 1.28BY, 1.28BZ, 1.28CA, 1.28CB, 1.28CC, 1.28CD, 1.28CE, 1.28CF, 1.28CG, 1.28CH, 1.28CI, 1.28CJ, 1.28CK, 1.28CL, 1.28CM, 1.28CN, 1.28CO, 1.28CP, 1.28CQ, 1.28CR, 1.28CS, 1.28CT, 1.28CU, 1.28CV, 1.28CW, 1.28CX, 1.28CY, 1.28CZ, 1.28DA, 1.28DB, 1.28DC, 1.28DD, 1.28DE, 1.28DF, 1.28DG, 1.28DH, 1.28DI, 1.28DJ, 1.28DK, 1.28DL, 1.28DM, 1.28DN, 1.28DO, 1.28DP, 1.28DQ, 1.28DR, 1.28DS, 1.28DT, 1.28DU, 1.28DV, 1.28DW, 1.28DX, 1.28DY, 1.28DZ, 1.28EA, 1.28EB, 1.28EC, 1.28ED, 1.28EE, 1.28EF, 1.28EG, 1.28EH, 1.28EI, 1.28EJ, 1.28EK, 1.28EL, 1.28EM, 1.28EN, 1.28EO, 1.28EP, 1.28EQ, 1.28ER, 1.28ES, 1.28ET, 1.28EU, 1.28EV, 1.28EW, 1.28EX, 1.28EY, 1.28EZ, 1.28FA, 1.28FB, 1.28FC, 1.28FD, 1.28FE, 1.28FF, 1.28FG, 1.28FH, 1.28FI, 1.28FJ, 1.28FK, 1.28FL, 1.28FM, 1.28FN, 1.28FO, 1.28FP, 1.28FQ, 1.28FR, 1.28FS, 1.28FT, 1.28FU, 1.28FV, 1.28FW, 1.28FX, 1.28FY, 1.28FZ, 1.28GA, 1.28GB, 1.28GC, 1.28GD, 1.28GE, 1.28GF, 1.28GG, 1.28GH, 1.28GI, 1.28GJ, 1.28GK, 1.28GL, 1.28GM, 1.28GN, 1.28GO, 1.28GP, 1.28GQ, 1.28GR, 1.28GS, 1.28GT, 1.28GU, 1.28GV, 1.28GW, 1.28GX, 1.28GY, 1.28GZ, 1.28HA, 1.28HB, 1.28HC, 1.28HD, 1.28HE, 1.28HF, 1.28HG, 1.28HH, 1.28HI, 1.28HJ, 1.28HK, 1.28HL, 1.28HM, 1.28HN, 1.28HO, 1.28HP, 1.28HQ, 1.28HR, 1.28HS, 1.28HT, 1.28HU, 1.28HV, 1.28HW, 1.28HX, 1.28HY, 1.28HZ, 1.28IA, 1.28IB, 1.28IC, 1.28ID, 1.28IE, 1.28IF, 1.28IG, 1.28IH, 1.28II, 1.28IJ, 1.28IK, 1.28IL, 1.28IM, 1.28IN, 1.28IO, 1.28IP, 1.28IQ, 1.28IR, 1.28IS, 1.28IT, 1.28IU, 1.28IV, 1.28IW, 1.28IX, 1.28IY, 1.28IZ, 1.28JA, 1.28JB, 1.28JC, 1.28JD, 1.28JE, 1.28JF, 1.28JG, 1.28JH, 1.28JI, 1.28JJ, 1.28JK, 1.28JL, 1.28JM, 1.28JN, 1.28JO, 1.28JP, 1.28JQ, 1.28JR, 1.28JS, 1.28JT, 1.28JU, 1.28JV, 1.28JW, 1.28JX, 1.28JY, 1.28JZ, 1.28KA, 1.28KB, 1.28KC, 1.28KD, 1.28KE, 1.28KF, 1.28KG, 1.28KH, 1.28KI, 1.28KJ, 1.28KK, 1.28KL, 1.28KM, 1.28KN, 1.28KO, 1.28KP, 1.28KQ, 1.28KR, 1.28KS, 1.28KT, 1.28KU, 1.28KV, 1.28KW, 1.28KX, 1.28KY, 1.28KZ, 1.28LA, 1.28LB, 1.28LC, 1.28LD, 1.28LE, 1.28LF, 1.28LG, 1.28LH, 1.28LI, 1.28LJ, 1.28LK, 1.28LM, 1.28LN, 1.28LO, 1.28LP, 1.28LQ, 1.28LR, 1.28LS, 1.28LT, 1.28LU, 1.28LV, 1.28LW, 1.28LX, 1.28LY, 1.28LZ, 1.28MA, 1.28MB, 1.28MC, 1.28MD, 1.28ME, 1.28MF, 1.28MG, 1.28MH, 1.28MI, 1.28MJ, 1.28MK, 1.28ML, 1.28MN, 1.28MO, 1.28MP, 1.28MQ, 1.28MR, 1.28MS, 1.28MT, 1.28MU, 1.28MV, 1.28MW, 1.28MX, 1.28MY, 1.28MZ, 1.28NA, 1.28NB, 1.28NC, 1.28ND, 1.28NE, 1.28NF, 1.28NG, 1.28NH, 1.28NI, 1.28NJ, 1.28NK, 1.28NL, 1.28NM, 1.28NO, 1.28NP, 1.28NQ, 1.28NR, 1.28NS, 1.28NT, 1.28NU, 1.28NV, 1.28NW, 1.28NX, 1.28NY, 1.28NZ, 1.28OA, 1.28OB, 1.28OC, 1.28OD, 1.28OE, 1.28OF, 1.28OG, 1.28OH, 1.28OI, 1.28OJ, 1.28OK, 1.28OL, 1.28OM, 1.28ON, 1.28OO, 1.28OP, 1.28OQ, 1.28OR, 1.28OS, 1.28OT, 1.28OU, 1.28OV, 1.28OW, 1.28OX, 1.28OY, 1.28OZ, 1.28PA, 1.28PB, 1.28PC, 1.28PD, 1.28PE, 1.28PF, 1.28PG, 1.28PH, 1.28PI, 1.28PJ, 1.28PK, 1.28PL, 1.28PM, 1.28PN, 1.28PO, 1.28PP, 1.28PQ, 1.28PR, 1.28PS, 1.28PT, 1.28PU, 1.28PV, 1.28PW, 1.28PX, 1.28PY, 1.28PZ, 1.28QA, 1.28QB, 1.28QC, 1.28QD, 1.28QE, 1.28QF, 1.28QG, 1.28QH, 1.28QI, 1.28QJ, 1.28QK, 1.28QL, 1.28QM, 1.28QN, 1.28QO, 1.28QP, 1.28QQ, 1.28QR, 1.28QS, 1.28QT, 1.28QU, 1.28QV, 1.28QW, 1.28QX, 1.28QY, 1.28QZ, 1.28RA, 1.28RB, 1.28RC, 1.28RD, 1.28RE, 1.28RF, 1.28RG, 1.28RH, 1.28RI, 1.28RJ, 1.28RK, 1.28RL, 1.28RM, 1.28RN, 1.28RO, 1.28RP, 1.28RQ, 1.28RR, 1.28RS, 1.28RT, 1.28RU, 1.28RV, 1.28RW, 1.28RX, 1.28RY, 1.28RZ, 1.28SA, 1.28SB, 1.28SC, 1.28SD, 1.28SE, 1.28SF, 1.28SG, 1.28SH, 1.28SI, 1.28SJ, 1.28SK, 1.28SL, 1.28SM, 1.28SN, 1.28SO, 1.28SP, 1.28SQ, 1.28SR, 1.28SS, 1.28ST, 1.28SU, 1.28SV, 1.28SW, 1.28SX, 1.28SY, 1.28SZ, 1.28TA, 1.28TB, 1.28TC, 1.28TD, 1.28TE, 1.28TF, 1.28TG, 1.28TH, 1.28TI, 1.28TJ, 1.28TK, 1.28TL, 1.28TM, 1.28TN, 1.28TO, 1.28TP, 1.28TQ, 1.28TR, 1.28TS, 1.28TT, 1.28TU, 1.28TV, 1.28TW, 1.28TX, 1.28TY, 1.28TZ, 1.28UA, 1.28UB, 1.28UC, 1.28UD, 1.28UE, 1.28UF, 1.28UG, 1.28UH, 1.28UI, 1.28UJ, 1.28UK, 1.28UL, 1.28UM, 1.28UN, 1.28UO, 1.28UP, 1.28UQ, 1.28UR, 1.28US, 1.28UT, 1.28UU, 1.28UV, 1.28UW, 1.28UX, 1.28UY, 1.28UZ, 1.28VA, 1.28VB, 1.28VC, 1.28VD, 1.28VE, 1.28VF, 1.28VG, 1.28VH, 1.28VI, 1.28VJ, 1.28VK, 1.28VL, 1.28VM, 1.28VN, 1.28VO, 1.28VP, 1.28VQ, 1.28VR, 1.28VS, 1.28VT, 1.28VU, 1.28VV, 1.28VW, 1.28VX, 1.28VY, 1.28VZ, 1.28WA, 1.28WB, 1.28WC, 1.28WD, 1.28WE, 1.28WF, 1.28WG, 1.28WH, 1.28WI, 1.28WJ, 1.28WK, 1.28WL, 1.28WM, 1.28WN, 1.28WO, 1.28WP, 1.28WQ, 1.28WR, 1.28WS, 1.28WT, 1.28WU, 1.28WV, 1.28WW, 1.28WX, 1.28WY, 1.28WZ, 1.28XA, 1.28XB, 1.28XC, 1.28XD, 1.28XE, 1.28XF, 1.28XG, 1.28XH, 1.28XI, 1.28XJ, 1.28XK, 1.28XL, 1.28XM, 1.28XN, 1.28XO, 1.28XP, 1.28XQ, 1.28XR, 1.28XS, 1.28XT, 1.28XU, 1.28XV, 1.28XW, 1.28XX, 1.28XY, 1.28XZ, 1.28YA, 1.28YB, 1.28YC, 1.28YD, 1.28YE, 1.28YF, 1.28YG, 1.28YH, 1.28YI, 1.28YJ, 1.28YK, 1.28YL, 1.28YM, 1.28YN, 1.28YO, 1.28YP, 1.28YQ, 1.28YR, 1.28YS, 1.28YT, 1.28YU, 1.28YV, 1.28YW, 1.28YX, 1.28YY, 1.28YZ, 1.28ZA, 1.28ZB, 1.28ZC, 1.28ZD, 1.28ZE, 1.28ZF, 1.28ZG, 1.28ZH, 1.28ZI, 1.28ZJ, 1.28ZK, 1.28ZL, 1.28ZM, 1.28ZN, 1.28ZO, 1.28ZP, 1.28ZQ, 1.28ZR, 1.28ZS, 1.28ZT, 1.28ZU, 1.28ZV, 1.28ZW, 1.28ZX, 1.28ZY, 1.28ZZ</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> Partners match pictures with the same medial sound Partners sort long and short vowel picture words <p>Phonics</p> <ul style="list-style-type: none"> Partners make turns using the word cards to create long i words and write in journals. Students work in pairs to find hf/sight words in text and write in journals or in sentences. Partners take turns making words using kn, gn, wr, and mb and record in journals. <p>Workstations are designed for spiraling of skills, review of previously taught skills and reinforcement of previously taught skills.</p> <p>Phonics connection: Long -o (CV and CVCe) and Long -u (CVCe)</p> <p>Phonological Awareness 5-10 mins.</p> <p>Day 1 - 2: Isolates the medial sound in words; distinguish between long and short vowels in spoken one-syllable words</p> <p>Day 3: Substitutes the medial sound in one-syllable words; distinguish between long and short vowels in spoken one-syllable words</p> <p>Day 4: Deleting of final sounds in words; Segmenting spoken words into individual phonemes; Blend spoken words to form one to two-syllable words</p> <p>Day 5: Deleting of final sounds in words; Segmenting spoken words into individual phonemes; Blend spoken words to form one to two-syllable words/Performance Tasks</p>	<p>Journeys Unit 3 TE pp. 402-503</p> <p>Journeys Decodable Books</p> <p>Leveled Books</p> <p>Fountas & Pinnell – Phonics Lessons, Sing a Song of Poetry</p> <p>PA Lessons – 1st Grade Curriculum Booklet</p> <p>Phonics Routine – 1st Grade Curriculum Booklet</p> <p>Vocabulary Routine – 1st Grade Curriculum Booklet</p> <p>Florida Center for Reading Research</p> <p>http://www.fcrr.org/</p> <p>- Workstation and small group activities</p> <p>District Sound/Spelling Cards</p> <p>www.learnersdictionary.com</p> <p>- Definitions and oral pronunciations</p> <p>www</p>

Phonological Awareness 5-10 mins.	Phonics/Word Study 10-15 mins.	Vocabulary 15 mins.	Comprehension 15-20 mins.	Fluency 10 mins.
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Students will be able to: <ol style="list-style-type: none"> Orally generate rhyming words. Identify the medial sound in spoken one-syllable words. Substitute the medial sound in spoken one-syllable words. Distinguish between short and long vowels in spoken one-syllable words. Delete the final sound of words. Blend words to form one and two-syllable words. Segment words into individual phonemes. 	Students will be able to: <ol style="list-style-type: none"> Spell words with the CVCe pattern. Recognize and decode words with consonant-vowel silent e syllable type. Read and spell high frequency/sight words. Read and spell words with consonant digraphs and consonant blends. 	Students will be able to: <ol style="list-style-type: none"> Use vocabulary words correctly in student-generated sentences. Use context clues to identify and determine the meaning of words. Generate synonyms and/or antonyms for words. Use vocabulary words and definitions to complete a word map or other graphic organizer. 	Students will be able to: <ol style="list-style-type: none"> Use text features to find information. Identify important facts or details in a text. Compare and contrast (make connections) two stories differences/similarities and how they are alike using a venn diagram. Identify text features and explain how they help with comprehending text. Identify and explain the main idea of the story or passage. 	Students will be able to: <ol style="list-style-type: none"> Read and decode lists of hfw/sight words. Read selected decodables and leveled books with expression and fluency. Time and graph their own fluency. Explain why intonation is important when reading stories. Increase fluency and comprehension. Increase book levels.
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Performance Task Week 2

Align to skills taught during the week

Opening Routines		Workshop Model				
Phonological Awareness/Book & Print Awareness		Phonics/Word Study	Vocabulary	Comprehension	Fluency	Writing
Reading and Writing Scaffolds	Letter/sound Recognition <i>Linguistic:</i> Provide alphabet chart, sound spelling cards. Limited choice (e.g., initially provide a limited number of letters for students).	<ul style="list-style-type: none">Focus student's attention on spelling patterns by having them highlight the letters in the spelling patterns.Connect phonics instruction to reading and fluency practice. Have students spell it orally as they are writing.Reference sound/spelling cards.Create and reference word walls.Create anchor charts with student-generated words using taught spelling patterns.	<ul style="list-style-type: none">Use first language initially.Provide visuals of vocabulary words.Provide more examples than non-examples.Provide a student friendly definition.Pre-teach vocabulary before actual lesson.Create anchor charts with students of vocabulary words.Use sentence stems for students to use when discussing the vocabulary words.Have students repeat word and sentence provided by teacher multiple times.Pair in a more familiar word/phrase with new, more difficult vocabulary. Example: The little boy was furious or really mad at his dog for chewing up his toy.Use gestures or motions to represent words.Use graphic organizers. I.e. word webs, analogies, etc.Use the vocabulary word in student friendly sentence.Use Spanish cognates.	<ul style="list-style-type: none">Make connections.Explain the text's genre.Provide a focus question prior to reading.Provide a 50/50 structured question (right answer and only one incorrect answer).Utilize student's background knowledge.Use graphic organizers.Model/Think Aloud for students.Chunk text into small parts using highlighter tape or sticky notes.	<ul style="list-style-type: none">Provide multiple opportunities to reread the same text.Read word lists practicing expression, accuracy, and fluency.Read three-word phrases practicing expression, accuracy, and fluency. Moving to longer phrases and then to text.Have students time their reading 3X with a sand timer or stop watch (60 secs) each time they read the same passage. Graphing results in a different color each time.	<ul style="list-style-type: none">Provide models from mentor text.Create anchor charts with students that they can refer to when writing.Provide sentence starters.Provide transition words (First, Next, Last).Provide peer mentors.Have students write with leveled partners.Use word banks to provide a reference for students as they write.Create anchor chart to explain B-M-E for sequencing a story.Model using a graphic organizer (story frame) with sentence starters/stems to sequence a story.Model how to apply each grammar lesson to their writing.Use a letter outline to help students to become familiar with and better identify parts of a letter.
	Segmenting words If students struggle with segmenting individual phonemes, segment sentences. For example: <i>The dog ran fast</i> would become: The Dog Ran Fast					
	Segment compound words before segmenting individual phonemes. e.g. bird – house, ice – cream					
	Blending words If students struggle to blend words use a kinesthetic scaffold, such as, your arm or body.					
	Deleting, substitution and final sounds: -Students use manipulatives, such as, fingers, counters, Elkonin boxes, etc.) to represent the individual sounds in one syllable words.					

Reading and Writing Scaffolds

Week 2

TEKS/ELPS	Mini-Lesson 15 – 20 mins.	Work Period 30-40 mins.	Performance Tasks	Resources
TEKS: I can write brief compositions of interest. (1.19A) I can write brief comments or informational texts. (1.19C) I can generate a list of topics of interest and formulate open-questions about one or two of them. (1.23A) I can decide what sources of information might be relevant to answer a question. (1.23B) I can gather evidence from available sources as well as from interviews with experts. (1.24A) I can use text features in age-appropriate reference works to locate information. (1.24B) I can record basic information in a variety of visual formats. (1.24C) I can revise the topic as a result of initial research questions. (1.24D) I can create a visual display of information to convey the results of the research. (1.24E) Ongoing and Spiral TEKS: 1.17A, 1.17B, 1.17C, 1.17D, 1.17E, 1.20C, 1.21A, 1.21B, 1.21Bi, 1.21Bii, 1.22A, 1.22B, 1.22Bi, 1.22Bii, 1.27A, 1.27B, 1.28A, 1.29A ELPS: I can use English sounds/letters to write. 5A	Note: We will be working on the same piece of paper for the entire week. Day 1 – Expository Writing TTW introduce Informational/Expository writing by reading an informational text. Create an anchor chart with students to describe the features of expository writing. Day 2 – Questions TTW review the definition of a question. Make an anchor chart with students showing how questions may begin with a question word. Have students generate the question words. Show students a picture of a rocket and model how to ask questions about the rocket. Day 3 – Questions/Research TTW review and model how to write a question. Questions begin with a capital letter and end with a question mark. TTW discuss and chart how students what resources they can use to research facts for an expository writing. Day 4 – Research TTW model using an expository graphic organizer to show students how to organize	Day 1 : TSW recreate the expository text anchor chart in journals. Day 2: TSW write questions about the rocket. (Topic is suggested. Teachers may choose a different topic if preferred.) Day 3: TSW practice writing questions. TSW work with partners to create a list of research resources. Day 4: TSW use resources from Day 3 to gather facts and complete the graphic organizer. Day 5: TSW continue to gather facts from resources and add to graphic organizer.	The student will be able to: Performance Tasks The student will be able to: 1. Write brief comments on informational texts. 2. Generate a list of topics of interest and create questions about the topics. 3. Identify resources to use for research. 4. Organize research in a simple visual format (graphic organizer).	Journeys/Senders Teacher's Edition Units of Study and online (English & Spanish) Spelling Cards Spelling Book – Serravallo Student's workbook Graphic organizer Student Will Student Will

- Writing curriculum aligns to reading curriculum

MAP/TEKS Correlation

MAP/TEKS Correlation

How TEKS are assessed on
MAP (MOY-EOY)

1.2A

- Recognizes rhyming patterns
- Distinguishes between spoken words with different rhymes

1.2B

- Distinguishes spoken words with different initial sounds
- Matches initial sounds in single-syllable spoken words
- Matches initial sounds in multi-syllable spoken words
- Matches spoken words with different ending sounds
- Matches ending sounds in multi-syllable spoken words
- Distinguishes long and short vowels in spoken words

1.2C

- Substitutes the initial/medial/final phoneme in one-syllable spoken words

1.2E

- Deletes the initial/final phoneme in one-syllable words

1.3Cv

- Diphthongs ow, oi, ou
- Digraphs au, aw, ew, ue

1.3G

- Understands contractions for: I would, I am, had not, has not, I have, they have, we will, is not, should not, we have, you are, you have, we are

1.22Biii

- Blends – mp, sp, tw, sw, sn, sc, sk, sm, ft

1.10A

- Distinguishes between fiction and nonfiction read aloud

1.14A

- Understands the main idea of a story or short passage
- Determines the main idea in informational text
- Determines main idea in one paragraph of an informational text
- Determines main idea of literary nonfiction
- Understands the main idea of a diagram

1.14B

- Recalls details from informational text
- Identifies evidence that supports a statement in informational text
- Identifies details that support main idea in informational text
- Determines details that support a claim in informational text
- Identifies evidence that supports a statement

1.14C

- Determines logical order of ideas or events in informational text
- Understands sequence in informational text
- Recalls details to retell
- Restates a cause-and-effect relationship in a sentence

14D; 15B

- Understands specific purpose of a graphic
- Locates information in a newspaper
- Locates information in a table of contents
- Understands the specific purpose of a graphic
- Identifies the table of contents
- Locates information in a glossary
- Identifies a heading in a text
- Understands subheadings
- Understands the purpose of varied typeface in informational text
- Determines the specific purpose of a graphic

1.15A

- Identifies steps in a set of directions

Fig 19D

- Makes inferences from informational text
- Draws conclusions from informational text
- Determines the cause of a situation or event in informational text
- Infers the meaning of an advertisement from text and pictures
- Infers the author's purpose

Fig 19F

- Compares main ideas in two informational passages

Phonological Awareness Lessons

Phonological Awareness Spiraled Lessons 5 th Six Weeks- Week 1					
Day 1	Day 2	Day 3	Day 4	Day 5	Scaffolds
<p>Rhyming Give me another word that rhymes with the following words: skate, mate slack, mack game, fame *Accept nonsense rhyming words if given.</p> <p>Substitution of Sounds I'm going to say some words aloud. I want you to substitute the medial sound with the new sound. My turn, 'Hip. What would the word be if we change the /i/ to /o/? Yes, hop." Your turn...</p> <p>cat to cart ham to harm mat to mart fame to farm stay to star</p> <p>Blending I'm going to say some words very slowly, and I want you to blend them together by saying them fast: b-a-se base b-e-n-t bent w-i-n-d-y windy</p> <p>Segmenting & Counting Phonemes I'm going to say a word and I want you to break the word apart into individual phonemes/sounds and tell me how many phonemes/sounds you hear. sing s-i-n-g (4) nut n-u-t (3) damp d-a-m-p (4) just j-u-s-t (4)</p>	<p>Give me another word that rhymes with the following words: strong, long see, me rake, bake *Accept nonsense rhyming words if given.</p> <p>Substitution of Sounds I'm going to say some words aloud. I want you to substitute the medial sound with the new sound. My turn, 'Hip. What would the word be if we change the /i/ to /o/? Yes, hop." Your turn...</p> <p>tin to torn ban to born shut to short fake to fork</p> <p>Deleting Final Sounds Say the word _____. Now say _____ without _____. back without the /ck/ ba time without the /m/ tie bump without the /p/ bum</p> <p>Counting Phonemes I'm going to say a word and I want you to break the word apart into individual phonemes/sounds and tell me how many phonemes/sounds you hear.</p>	<p>Rhyming Give me another word that rhymes with the following words: strong, long see, me rake, bake *Accept nonsense rhyming words if given.</p> <p>Substitution of Sounds I'm going to say some words aloud. I want you to substitute the medial sound with the new sound. My turn, 'Hip. What would the word be if we change the /i/ to /o/? Yes, hop." Your turn...</p> <p>bat to bart tap to tarp cap to carp shape to sharp</p> <p>Deleting Final Sounds Say the word _____. Now say _____ without _____. chart without /t/ char sharp without /p/ shar board without /d/ boar beep without /p/ bee</p> <p>Blending I'm going to say some words very slowly, and I want you to blend them together by saying them fast: c-r-ee-p creep l-ea-ve leave v-e-s-t-s vests</p>	<p>Rhyming Give me another word that rhymes with the following words: strong, long see, me rake, bake *Accept nonsense rhyming words if given.</p> <p>Substitution of Sounds I'm going to say some words aloud. I want you to substitute the medial sound with the new sound. My turn, 'Hip. What would the word be if we change the /i/ to /o/? Yes, hop." Your turn...</p> <p>sit to sat flop to flap bun to bin lip to lap</p> <p>Blending I'm going to say some words very slowly, and I want you to blend them together by saying them fast: c-r-o-ss cross t-r-a-i-n train s-t-a-t-e state</p> <p>Segmenting & Counting Phonemes I'm going to say a word and I want you to break the word apart into individual phonemes/sounds and tell me how many phonemes/sounds you hear. place (4) nest (4) thump (4) skates (5)</p>	<p>Blending</p> <ul style="list-style-type: none">Begin with compound words for students to put together.Use hand motions as scaffolds- turn right palm up and say the 1st part of the word, then do the same with the left palm. Clap hands together when saying the word parts together. <p>Segmenting</p> <ul style="list-style-type: none">Begin segmenting sentences or compound words first.Use hand motions to model breaking apart the words.Use fingers to segment and count the phonemes. <p>Substitution of sounds</p> <ul style="list-style-type: none">Substitute using the same vowel sound.If students struggle substituting the medial sound, have them try substituting initial sounds first. <p>PA Lesson day of t including sco</p>	

Tyler ISD Vision Statement: We focus on successful student outcomes.

- PA Lessons for each day of the six weeks including additional scaffolds.

Routines for Explicitly Teaching New Skills

Discovery Method Spelling Routine

Prepare: Spelling words and HF/sight words on index cards, sentence and words for dictation, spelling pattern headings for pocket chart, objective on sentence strip

Materials needed: Index cards, Pocket Chart, sentence strips

State the Objective (Frame the Lesson)

Teacher: Reads the objective. Example: "Today, we are learning long o spelled o and oa and says /o/. Let's read the objective together."

Students: Choral read objective with teacher.

Discovery Method (Explicit Routine)

Teacher: "Listen to these words." (Teacher reads words. Do not show the words.) "Tell me what you hear that is the same in all the words."

Students: Respond chorally.

Teacher: "Yes, you are exactly right! You hear _____ in all the words. Now, look at these words." (Show words with the same spelling patterns one at a time. Ex. all the words spelled with o first and next, all the words spelled with oa.) "What do you see that is the same in all of these words?"

Students: Respond chorally.

Teacher: "Yes, you are correct! You see _____ in each of these words. Let's read these words together. Me first and then your turn."

Teacher and students read words.

Teacher introduces any sight word and/or high frequency words. **Teacher** reads the word. **Students** read the word. **Teacher** spells the word. **Students** spell the word. Do this three times with each word and hold the index card down on the third time to spell.

Multiple Opportunities

Teacher hands out the index cards for sorting in the pocket chart.

Teacher: "When you get your index card you may sort it in the pocket chart. If your word does not follow the spelling pattern, remember that it goes in the outlaw column."

Teacher: "Let's look at our first column in the pocket chart. Thumbs up or down. Do we agree that all of the words are correct in this column?" (Teacher gives feedback if any words are incorrect.) **Teacher** does the same process for the next columns.

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Vocabulary Routine for Explicit Instruction

1. **Teacher:** Say the vocabulary word
2. **Students:** Echo the vocabulary word
3. **Teacher:** Shows the vocabulary word and reads the word
4. **Students:** Echo the vocabulary word
5. **Teacher:** Give a student-friendly definition of the vocabulary word
6. **Students:** Echo the vocabulary word and definition
7. **Teacher:** Show a picture representing the vocabulary word
8. **Teacher:** Use vocabulary word in a sentence to demonstrate meaning of the word
9. **Teacher:** Ask students positive/negative questions as a way to have them discuss what they know about the word
10. **Teacher:** Elicit deep processing question/sentence

Example of Vocabulary Routine for Explicit Instruction using the word: Wail

1. **Teacher:** "Wail"
2. **Students echo:** "Wail"
3. **Teacher shows the written word and says the word:** "Wail"
4. **Students echo:** "Wail"
5. **Teacher provides student-friendly definition emphasizing the words loudly and long:** "Wail means to cry loudly for a long time."
6. **Students echo word and definition:** "Wail, to cry loudly for a long time."
7. **Teacher:** Shows picture representing Wail
8. **Teacher provides sentence:** "Every day the little girl would wail when her mother took her to school."

Graphophonemic Knowledge: Direct Instruction Phonics Routine

Direct Instruction of Graphophonemic Knowledge is the part of the GK Routine during which the teacher explains the targeted GK skill in student-friendly language. It takes 3-5 minutes, targets one skill, and is teacher-directed.

Direct Instruction includes:

EAR statements of what is being taught. Examples:

- **Teacher:** This is the letter *d*. (Point to the letter on the alphabet cards.) The letter *d* makes the /d/ sound.
- **Teacher:** This card (point to the alphabet card for the letter *k*) represents the /k/ sound. The /k/ sound can be spelled three ways: *c*, *ck*, and *k*. In a word that ends with a /k/ sound, I will choose the *ck* spelling when the last syllable of the word contains a short vowel spelled with a single letter—*a*, *e*, *i*, *o*, or *u*.

DELING of the skill being taught. Examples:

- **Teacher:** I am going to segment the word *join* into phonemes. Listen. /j/ /oi/ /n/
- **Teacher:** I want to spell the word *boy*. I know the first sound is /b/ and the spelling for that sound is *b*. The second sound is /oi/. /oi/ can be spelled with either *oi* or *oy*. I can choose, because I know that when /oi/ comes at the end of a word or syllable, it is spelled *oy*. So I know that /boi/ is spelled *B—O—Y*.

Multiple PRACTICE opportunities for students. Examples:

- **Teacher:** We're going to segment the word *mat*. My turn. /m/ /a/ /t/. Your turn!
- **Teacher:** Using your "cutting board and scissors," segment the word *cat*.

CORRECTIVE FEEDBACK provided immediately. Examples:

- **Teacher:** That's right! *Cat* is segmented by saying /c/ /a/ /t/. (Repeat student's correct answer.)
- **Teacher:** That's not quite right. Listen. My turn. (Model the correct response, then call on student to repeat. If the student does not respond correctly on the second try, say, "Say it with me," and move on. This gives the child the opportunity to respond correctly, and avoids repeated incorrect responses.)

Graphophonemic Knowledge: Direct Instruction Phonics Routine Teaching a Spanish-Language Spelling Pattern

Direct Instruction of Graphophonemic Knowledge is the segment of the GK Routine during which the teacher explains the targeted GK skill in student-friendly language. It takes 3-5 minutes, targets one skill, and is teacher-directed.

Identified skill: the syllables *ca*, *co*, *cu*

Objective: The learner will be able to identify the syllables *ca*, *co*, *cu*. **Materials needed:** individual syllable cards for *ca*, *co*, *cu*

Teacher: Estas letras forman la sílaba *ca*.

Show the "ca" syllable card to the students.

¿Qué sílaba forman estas dos letras?

Point to each letter in the syllable.

Students: *ca*

Teacher: Separen los sonidos: /k/ /a/.

Teacher raises one finger for each phoneme produced in the syllable.

Students: /k/ /a/

The students raise one finger for each phoneme produced in the syllable.

Teacher: ¡Muy bien!

Estas letras forman la sílaba *co*.

Show the *co* syllable card to the students.

¿Qué sílaba forman estas dos letras?

Point to each letter in the syllable.

Students: *co*

Teacher: Separen los sonidos: /k/ /o/.

Teacher raises one finger for each phoneme produced in the syllable.

Students: /k/ /o/

The students raise one finger for each phoneme produced in the syllable.

Teacher: ¡Muy bien!

Estas letras forman la sílaba *cu*.

Show the *cu* syllable card to the students.

¿Qué sílaba forman estas dos letras?

Students: *cu*

Teacher: Separen los sonidos: /k/ /u/.

Teacher raises one finger for each phoneme produced in the syllable.

Students: /k/ /u/

The students raise one finger for each phoneme produced in the syllable.

Teacher: ¡Muy bien!

Students chorally respond "yes or no"

¿You wail? YES

She rolled down the woman's cheek. Did

she wail? YES

After she got her shots. Did she wail?

YES

ice starter.

ir sentence or their partner's sentence.

- Additional Resources to enhance instruction and support Artifacts of Learning

Additional Resources

- Poems
- Anchor Charts
- Progress Monitoring
- Workstation Activities
- Much More!

Comprehension Lesson 4

Grades K-2

Narrative Story Map

Objective
Students will identify important information in a story to determine meaning.

Materials

- Text from basal reader or novel
- Narrative Story Map handout

Overview
Explicitly model and provide multiple opportunities for practice with corrective feedback.

Activity

1. Begin reading the text.
2. Guide a discussion of the text, using the handout.
3. Provide feedback and field students' questions.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2009).
Teacher reading academies. Austin, TX: Author.

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T2% TARGETING THE 2 PERCENT

C Handout SE (1 of 4)

Narrative Story Structure

Questions and Considerations

- Remember
 - Who are the main characters?
 - When did the story take place (setting)?
 - Where did the story take place (setting)?

My questions:

-

-
- Understand
 - What is the main idea of the story?
 - What are the major events in the story?
 - Sequence the events of the story.
 - Retell the story.
 - Describe the setting. Describe the main character.
 - What is the mood of this story?
 - Give examples of when _____ (a character) felt _____.
 - What is the problem in this story?

My questions:

-

-
- Apply
 - Does the story remind you of anything?
 - What do you predict will happen next if the story continues?
 - How is the problem solved in this story?
 - Can you think of other possible solutions to the problem?

My questions:

-

-

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COMPREHENSION
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C.001

Comprehension

Objective
The student will describe characters.

Materials

- ▶ Narrative text
- ▶ Choose text within students' instructional-independent reading level range.
- ▶ Character map student sheet (Activity Master C.001.SS1)
- ▶ Pencil

Activity
Students describe a character by using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Names the main character in the story and writes the name on the head on the character map. Describes character by answering questions in each section.
4. Teacher evaluation

Extensions and Adaptations

- ▶ Write a sentence describing the character using the words on the graphic organizer.
- ▶ Use other character maps (Activity Master C.001.SS2).

Name _____
Character Characteristics _____

Character Map

Head of the character _____
Torso _____
Arms _____
Legs _____
Feet _____

Tier II and III Intervention Lessons

WS Handout 68 (1 of 2)

OBJECTIVE: The student will decode words containing r-controlled vowels.

INSTRUCTIONAL CONTENT:

- Decoding: One-syllable words containing <ar> in the ending parts of words

INSTRUCTIONAL ACTIVITY:

- Making and Sorting Words (adapted)

Purpose: This activity teaches students to decode one-syllable words with r-controlled vowels.

MATERIAL/AT:

- Large letter and letter combination cards for use with pocket chart
- Pocket chart
- Small letter and letter combination cards for use at students' desks

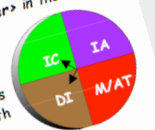
DELIVERY OF INSTRUCTION:

Grouping: Homogeneous reading group of two or three students

- Determine one-syllable words in the students' speaking vocabulary containing <ar> in the final position.
- Tell students that <a> and <r> do not make their regular sounds when they are side by side. Provide them with the /ar/ sound. Have students repeat the letters and the sound.
- Introduce a common <ar> word (e.g., car) by combining the <c> letter card and the <ar> letter combination card on the pocket chart.
- Say, "This is the word car. The <c> says /k/ and the <ar> says /ar/. What is the word?" Have students repeat the word.
- Instruct students to make the word car with their letter cards and have letter combination cards.
- Ask one student, "What's the word?" Elicit the correct answer and have the group repeat the word, car.
- Say, "I would like you to replace the <c> with and make the word bar." Provide an example sentence, such as "I need a new bar of soap in my shower." Allow time for students to replace their <c> with using their letter cards.

(adapted from Blachman, Ball, Black, & Torgel, 2000, and Cunningham, & Hall, 1994)

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WORD STUDY AND SPELLING
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• Aligned to six weeks curriculum

Phonological Awareness

Segmenting

- Sit beside the student(s) and position your writing arm on the table with your elbow down and your hand up. Begin with your hand in a loose fist with the palm of your hand facing away from you. You will raise one finger to represent each phoneme in a word, beginning with your index finger.
- Say a CVC word with a medial /a/ (e.g., fat).
- Segment the word (fat) into phonemes by saying the word slowly and extending a finger for each sound. Say /f/ and extend your index finger. Say /a/ and extend your middle finger. Say /t/ and extend your ring finger.
- Relax your fingers back onto your hand (rest position) and repeat the word (fat).
- Have the student place his or her arm in the same position.
- Say a three-phoneme word with the /a/ sound (e.g., nap).
- Instruct the student to repeat the word (nap).
- Have the student segment the word into phonemes by saying the word slowly and extending a finger for each sound.

New Sounds Introduction – Example (/s/)

- Teacher uses the new sound in the order of the core-reading curriculum.
- Teacher writes the new sound on an index card, a white board, or a piece of paper.

Rhyming Words

Blending Practice

- Teacher starts with initial sounds from the reading curriculum. Teacher may add other supporting sounds, such as medial and final sounds, that can be blended smoothly.
- Before the lesson, teacher uses core-reading materials or prepares a sheet with CVC words and letters that students have been introduced to in previous lessons (sun, Sam, us, and so on). Students will practice blending the sounds in these words.



Thank you!