UTCRLA
The University of Texas
Center for Reading & Language Arts

Reading Strategies & Activities Resource Book

For Students at Risk for Reading Difficulties, Including Dyslexia

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Reading Strategies and Activities:

A Resource Book for Students at Risk for Reading Difficulties, Including Dyslexia

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Reading Strategies and Activities:

A Resource Book for Students at Risk for Reading Difficulties, Including Dyslexia

INTRODUCTION

This resource book presents sets of instructional strategies for beginning reading and is specifically and carefully designed for classroom teachers to use with students who are at-risk for reading difficulties, including dyslexia. When students struggle with learning to read, they need additional instruction that is focused on the areas causing them difficulty. These areas, the "big ideas" of beginning reading and literacy, include the concepts and principles that facilitate the most efficient and broadest acquisition of knowledge (Carnine, 1994). The big ideas of reading and literacy are phonological awareness, including phonemic awareness; alphabetic understanding; fluency; vocabulary; and comprehension [National Reading Panel (NRP), 2000].

To address students who are having difficulty with learning to read, this book focuses on the role that carefully designed instruction plays in learning to read. A focus on instructional design does not discount the fact that students can differ along linguistic, neurological, experiential, and sociological dimensions. Rather, such emphasis acknowledges the very real differences that students bring to instruction and the importance of focusing on the big ideas of beginning reading and literacy.

Not all curriculum objectives and related instructional activities contribute equally to academic development, especially in reading (Carnine, 1994). This book does not try to cover the full range of knowledge and skills addressed in the Texas Essential Knowledge and Skills (TEKS). It does focus on the big ideas that enable students to translate the alphabetic code into meaningful language. When students have difficulty learning to read, it is important for instruction to target the fundamental skills and strategies necessary for them to learn to read. Big ideas go beyond just exposing students to content; big ideas cover the strategies and content that have the highest impact on learning to read.

This resource book contains sequential, in-depth, systematic instructional activities related to the big ideas of beginning reading instruction identified by scientific research: phonological awareness, including phonemic awareness; alphabetic understanding; fluency; vocabulary; and comprehension (NRP, 2000). For each big idea, strategy sets target the critical skills that facilitate the teaching and learning of broad and generalizable strategies. For example, in one of the phonemic awareness strategy sets, blending and segmenting are targeted because these two skills are strongly related to early reading success (NRP, 2000; Simmons and Kame'enui, 1998).

In addition to "what" to teach or the big ideas of beginning reading, this book uses validated principles of instructional design to illustrate how to effectively teach students with dyslexia how to read.

Critical skills are taught in a series of strategy sets. A strategy is a general set of steps used to solve problems. In beginning reading and literacy, problems can include learning how to decode unfamiliar words, how to read with sufficient fluency to maximize comprehension, and how to identify main ideas in narrative texts. For students who are struggling to learn to read and who are constantly trying to catch up, instruction must be carefully designed and delivered.

For each big idea, activity sets are designed to communicate the design and delivery of **initial instruction, review/reinforcement, and expansion/integration.** The features and approaches of instruction in this book are appropriate for regular classroom teachers to use as an intervention with students who are experiencing difficulties in learning to read. Student progress monitoring data collected during the intervention instruction can inform the student's teacher for purposes of designing instruction, and others in the event the student is referred for assessment for reading difficulties, including dyslexia.

The strategy sets are designed to provide:

Explicit, direct instruction that is systematic, sequential, and cumulative.

- Each strategy includes three activities: initial instruction, review/reinforcement, and expansion/integration.
- Strategies provide example wording and specific example selection and sequences to maximize learning opportunities.

Individualized instruction that meets the specific learning needs of each student.

- Strategy sets are designed to align with critical skills and the components of classroom-based assessment.
- Each set includes how to formatively monitor students' progress and build student success.

Intensive, highly concentrated instruction that maximizes student engagement.

- The purpose of the lessons is to provide greater opportunities for students to produce, practice, and master content.

- Activities are specifically designed to maximize opportunities for students to respond and to receive feedback. A variety of response formats is infused throughout the lessons.

Multisensory instruction that incorporates use of multiple sensory pathways.

- Strategy sets employ multiple channels of input and require children to process information at a variety of levels: phonologic, alphabetic, orthographic, semantic, morphographic, and syntactic.

In addition, resources are found at the back of the book. Examples of instructional matrices present plans that include objectives, instructional strategies detailed in this guide, and recommended instructional time. The matrices indicate the progression of skills within a big idea over five days, as well as how to integrate skills between big ideas (e.g., phonemic awareness and alphabetic understanding). Another resource lists the Texas Essential Knowledge and Skills (TEKS) that are addressed in each strategy set.

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PHONEMIC AWARENESS

Strategy Set Outline

I.) First Sound

Lesson 1: Initial Instructional Strategy—*Isolating First Sounds in Words*
Lesson 2: Review Strategy—*Discriminating First Sounds*
Lesson 3: Expansion Strategy—*Matching First Sounds and Letters in Words*

II.) Blending Onset-Rime

Lesson 1: Initial Instructional Strategy—*Blending Onset-Rimes*
Lesson 2: Review Strategy—*Segmenting and Blending Onsets and Rimes*
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III.) Blending Phoneme by Phoneme

Lesson 1: Initial Instructional Strategy—*Blending Phonemes in Words*
Lesson 2: Review Strategy—*Blending Phonemes Using Manipulatives*
Lesson 3: Expansion Strategy—*Integrating Letter-Sound Correspondence and Blending*

IV.) Segmenting Sound by Sound

Lesson 1: Initial Instructional Strategy—*Segmenting Sound by Sound: Elkonin Boxes*
Lesson 2: Review Strategy—*Segmenting Sound by Sound Using Fingers*
Lesson 3: Expansion Strategy—*Segmenting Sound by Sound*

V.) Deletion and Substitution

Lesson 1: Initial Instructional Strategy—*Deletion and Substitution of Initial Sounds*
Lesson 2: Review Strategy—*Deletion and Substitution of Final Sounds*
Lesson 3: Expansion Strategy—*Deletion and Substitution of Medial Sounds*

PHONEMIC AWARENESS

I. First Sound-Lesson 1:

Initial Instructional Strategy—Isolating First Sounds in Words

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to isolate the first sounds in words using pictures as prompts. Next, students learn to discriminate among initial sounds by matching pictures that begin with the same first sound. The third strategy integrates students' knowledge of initial sounds with their knowledge of letter names and sounds by having them identify the name and sound of a letter and match it to a picture that begins with the target initial sound.

Lesson Objective

Isolate the first sound of a word presented orally.

Corresponding TEKS Objectives

K.6.D & 1.6.D: Identify and isolate the initial and final sound of a spoken word (K-1).

Rationale and Purpose

- This strategy is designed to teach students to isolate and produce the first sound in words presented through pictures.
- It may be used with students in kindergarten and first grade, or with older students who have difficulty isolating the first sounds in words.
- In this activity, the teacher shows picture cards to students, models how to identify the first sounds of the pictures, and assesses students' knowledge of the first sounds. Students respond by telling the teacher the first sounds in the words represented on picture cards.
- The ability to isolate first sounds is a critical step in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Produce individual sounds
- Understand the concept "first"

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach first sound isolation include:

- Select pictures students recognize.
- Do not include pictures that begin with easily confused sounds (e.g., p/b; t/d).
- Introduce the task using pictures that begin with the same sound. After students are proficient at isolating that sound, introduce a second sound. Include pictures of words that begin with both sounds only after students are proficient at isolating each of the initial sounds.

Materials and Examples

Materials: Picture cards of one-syllable words.

Picture of teeth

Picture of toes

Picture of team

Picture of tail

Picture of toad

Picture of tire

Picture of toast

Picture of toys

Examples: Example sounds to introduce first: /t/ /b/ /m/ /f/ /s/ /l/

Sample instructional sets: Include six to eight pictures in each instructional set. Teach one set each day. Once students can proficiently identify all the initial sounds in the target words, include a maximum of three cards that require students to discriminate initial sounds.

Set 1: Target sound /t/. Picture cards for teeth, tire, toast, toys, toad, toes, team, tail.
Set 2: Target sound /b/. Picture cards for bee, boat, boy, bed, bath, bird, bear.
Set 3: Target sound /m/. Picture cards for mop, mouse, moon, man, moose, milk.
Set 4: Target sound /f/. Picture cards for feet, fish, face, fan, farm, phone.
Set 5: Target sound /s/. Picture cards for sun, sit, soap, sock, sand, salt.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Instructional Feature Introduce picture cards.	Put picture cards on the table in front of students.	**"These are teeth. What are these?"** Students repeat, *"Teeth."* Use the same format with *tire, toast, toys, toad, toes, team,* and *tail.* ("This is a tire.")
Model explicit examples.	Model two examples.	**"I'm going to say the first sound in the word. I'll say the name of the picture and then say the first sound. Teeth. The first sound in teeth is */t/*. What's the first sound in teeth?"** */t/.* **"I'll do another one. Tire. The first sound in tire is /t/. What's the first sound in tire?"** /t/.
Provide students opportunities.	Provide group turns on the remaining pictures in the instructional set.	**"Your turn. What is this?"** *Toast.* **"What is the first sound in toast?"** */t/.* **"Yes, the first sound in toast is */t/*."** Continue with *toys, toad, toes, team,* and *tail.*
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	**"Joe, what are these?"** *Teeth.* **"What is the first sound in teeth?"** */t/.* **"Yes, the first sound in teeth is */t/*."**
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• Provide feedback on picture identification. Ex: When shown a picture of *teeth*, students say mouth. **"These are *teeth*. What are these?"** *Teeth.* • Provide feedback on initial sound identification. Ex: A student says the first sound of teeth is */f/*. **"This first sound in teeth is */t/*. What's the first sound in teeth?"** */t/.*
Review.	Provide individual turns on today's target sound.	**"Joe, what are these?"** *Teeth.* **"What is the first sound in teeth?"** */t/.* **"Yes, the first sound in teeth is */t/*."**

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on initial sounds.

Skill: Identification of first sounds presented orally.

Materials: Picture cards of words that include first sounds reviewed over the past two weeks, data collection sheet.

Criterion: When presented with five picture cards, students will correctly identify the initial sounds of four of the five pictures.

Sample checklist for monitoring student success with initial sounds.

Opportunities to Respond

Student	Day 1: Target sound /t/					Day 2: Target sound /t/					Day 3: Target sound /b/					Day 4: Target sound /b/					Day 5: Target sounds /t/ & /b/				
Carol	X	X	X		X																				
Brian		X	X	X	X																				
Scott	X	X	X	X	X																				
Leigh	X	X		X	X																				
Lisa	X	X	X	X	X																				

The columns in the evaluating learning table represent each presentation of an opportunity to assess understanding. For example, in one day the teacher may provide a student with five opportunities to respond. Each time the task is performed correctly, the box is checked.

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PHONEMIC AWARENESS

I. First Sound-Lesson 2:

Review Strategy—Discriminating First Sounds

Lesson Objective

Isolate the first sound of a word presented orally.

Corresponding TEKS Objectives

K.6.D & 1.6.D: Identify and isolate the initial and final sound of a spoken word (K-1).

Rationale and Purpose

- This strategy provides students with additional practice in producing the first sound in words.
- It may be used with students in kindergarten and first grade, or with older students who have learned to isolate the first sounds in words and would benefit from review.
- In this activity, students play a game, matching the pictures presented by the teacher with pictures beginning with the same initial sound on their squares card. The teacher presents picture cards. Students respond by telling the teacher the first sounds in the words represented on picture cards. Students then match the first sound of the target picture with a picture on their squares card.
- The ability to isolate first sounds is a critical step in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Produce and discriminate between different sounds in the alphabet
- Understand the concept "first"

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to review and extend first sound isolation include:

- Select pictures students recognize.
- Use pictures that include a maximum of two different first sounds (e.g., t, m).
- As students develop proficiency at identifying and discriminating first sounds, you may use pictures that begin with sounds that are similar (e.g., p/b; t/d).

Materials and Examples

Materials: Picture cards of one-syllable words, beginning with two different sounds.

Picture of teeth	**Picture of tire**	**Picture of bee**	**Picture of toys**	**Picture of boat**

- **Squares cards** with pictures of one-syllable words, beginning with a maximum of two different sounds. Pictures on the squares cards may be the same as or different from those presented by the teacher, as long as they begin with the same sounds (see below for further explanation).

Picture of teeth	Picture of tire	Picture of bee	Picture of toys	Picture of boat
Picture of toad	Picture of bed	Picture of two	Picture of bear	Picture of bus
Picture of bike	Picture of toast	Picture of boy	Picture of toes	Picture of bath

- **Marker chips** for students to mark the pictures on their cards.

Examples: Use picture cards of words that include first sounds used in the squares card. For students who have just begun isolating initial sounds, use picture cards that represent the same pictures on the squares card. For students who are proficient at identifying initial sounds, use pictures that begin with the same sound as pictures on the squares card but which do not represent the exact pictures. For example, for the sound /b/ on the above card, you may use pictures of bird, bag, badge, bank, bat, bean, book, and bell, rather than bee, boat, bed, bear, bus, bike, boy, and bath. This will require students to generalize their skill of identifying initial sounds to new pictures.

Sample instructional sets: Present cards in groups of five. Include a maximum of two pictures that begin with different initial sounds.

- **Card 1: Early isolation skills**
  Set 1: Picture cards for teeth, tire, bee, toys, boat.
  Set 2: Picture cards for toad, bed, two, bear, bus.
  Set 3: Picture cards for bike, toast, boy, toes, bath.

- **Card 1: More advanced isolation skills**
  Set 1: Picture cards for tie, tape, bird, tongue, bag.
  Set 2: Picture cards for tail, badge, tall, bank, bat.
  Set 3: Picture cards for bean, team, book, tear, bell.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Tell students how to play the First Sounds Squares game. Show students materials.	**"We are going to play a game that will help us hear the first sounds in words. I will show you a picture and you will find a picture on your card that starts with the same first sound as my picture. You'll put a marker on that picture. When you have five markers in a row we'll start again. First we're going to review our pictures."**
Review pictures.	Put picture cards for one set of words on the table in front of students.	**"These are *teeth*. What are these?"** Students repeat, *"Teeth."* Continue with *tire, bee, toys,* and *boat*.
Provide students opportunities.	Provide group turns on one of the pictures in the instructional set.	**"Tell me the name of the picture and the first sound.** **What are these?"** *Teeth*. **"What is the first sound in *teeth?"*** */t/*. **"Yes, the first sound in *teeth* is /t/. Find the picture of *teeth* on your card. Cover the picture with a marker."** Ask one or two students to tell you the name and sound of the picture they just covered. FOR STUDENTS WITH MORE ADVANCED SKILLS: **"Tell me the name of the picture and the first sound. What are these?"** *Teeth.* **"What is the first sound in teeth?"** */t/.* **"Yes, the first sound in teeth is** */t/.* **Find a picture on your card with the same first sound as *teeth.* Cover the picture with a marker."** Ask one or two students to tell you the name and sound of the picture they just covered.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Assess understanding.	Provide individual turns on the remaining pictures in the instructional set.	Continue with *tire, bee, toys,* and *boat*. Ask individual students to name the picture and say the first sound. **"Joe, what is this?"** *Tire.* **"What is the first sound in tire?"** */t/.* **"Yes, the first sound in *tire* is /t/. Find a picture of *tire* on your card and cover it with a marker."** or **"Find a picture on your card with the same first sound as *tire*. Cover the picture with a marker."** Continue with pictures in the additional sets until a student covers all the pictures in each row. Then begin the game again, presenting the pictures in a different order.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• Provide feedback on picture identification. Ex: When shown a picture of *teeth,* students say *mouth*. **"These are *teeth*. What are these?"** *Teeth.* If students choose the wrong picture on their squares card, use the feedback procedure above to tell them the name of the picture they chose, then tell them which picture to choose. Allow them five seconds to find the correct picture. If they don't find it, name and show them the correct picture. • Provide feedback on initial sound identification. Ex: A student says the first sound of teeth is */f/*. **"This first sound in *teeth* is /t/. What's the first sound in *teeth*?"** */t/.*
Review.	Provide individual turns on target sounds used today.	**"Joe, what is this?"** *Tire.* **"What is the first sound in *tire*?"** */t/.* **"Yes, the first sound in *tire* is /t/."**

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with discriminating initial sounds.

Opportunities to Respond

Student	**Day 1: t & b**										**Day 2: t & b**									
	t					**b**					**t**					**b**				
Carol	X	X	X		X	X	X	X	X	X										
Brian		X	X	X	X		X	X	X	X										
Scott	X	X	X	X	X	X	X	X	X	X										
Leigh	X	X		X	X	X	X	X	X	X										
Lisa	X	X	X	X	X	X	X	X	X	X										

Student	**Day 3: t & m**										**Day 4: b & m**									
	t					**m**					**b**					**m**				
Carol																				
Brian																				
Scott																				
Leigh																				
Lisa																				

Student	**Day 5: m & f**									
	m					**f**				
Carol										
Brian										
Scott										
Leigh										
Lisa										

The columns in the evaluating learning table represent each presentation of an opportunity to assess understanding. For example, in one day the teacher may provide a student with five opportunities to respond. If the task is performed correctly, the box is checked.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.).* Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading.* Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS

I. First Sound-Lesson 3:

Expansion Strategy—Matching First Sounds and Letters in Words

Lesson Objectives

Isolate the first sound of a word presented orally.
Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.D & 1.6.D: Identify and isolate the initial and final sounds of a spoken word (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands students' skills in identifying the first sound in words and integrates their knowledge of letter sounds and initial sounds.
- This task may be used with students in kindergarten and first grade, or with older students who have learned to isolate the first sounds in words, know letter-sound correspondences, and would benefit from review.
- In this activity, students play a game, matching the letter cards presented by the teacher with pictures beginning with the same initial sound on their squares card. The teacher presents letter cards and students tell the teacher the sound of the letter. Students then match the letter sound with a picture on their squares card.
- The abilities to isolate first sounds and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Understand the concept "first"
- Know letter-sound correspondences

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to expand first sound isolation include:

- Select pictures students recognize.
- Select letter sounds students know.
- Use lower-case letters.
- Use pictures that include a maximum of three different first sounds (e.g., f, m, p).
- As students develop proficiency at identifying and discriminating first sounds, you may use pictures that begin with sounds that are similar (e.g., p, b; t, d).

Materials and Examples

Materials:

- **Letter cards** of initial sounds on the squares card.

t

b

m

- **Squares cards** with pictures of one-syllable words that begin with a maximum of three different letter sounds.

Picture of teeth	Picture of tire	Picture of bee	Picture of toys	Picture of mouse
Picture of toad	Picture of mat	Picture of two	Picture of moon	Picture of bus
Picture of mop	Picture of toast	Picture of boy	Picture of boat	Picture of mitt

- **Letter tiles** for students to mark the pictures on their cards.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Tell students how to play the First Sounds Squares game. Show students materials.	**"We are going to play a game that will help us hear the first sounds in words. I will show you a letter and you will find a picture on your card that starts with the same sound as my letter. You'll put the letter tile for the sound on that picture. When you have five tiles in a row we'll start again. First we're going to review our pictures."** Review picture names as needed using procedures in Initial Instructional Model.
Model explicit examples.	Put letter cards on the table in front of students.	**"This is the letter *t*. It makes the sound */t/*. What is the name of this letter?"** *t*. **"What is the sound of the letter?"** */t/*. Continue with */b/* and */m/*. Ask individual students to say the name and sound. **"This letter makes the sound */t/*. I'll find a picture on my card that starts with */t/*. The first sound in *toast* is */t/*. I'll put a */t/* tile on *toast*."** Continue with one example each for */b/* and */m/*.
Provide students opportunities.	Match a picture to the letter card. Provide group turns on letter sounds to be used on the card. Hold up a letter card and have students find a picture that begins with that sound.	**"What is the name of this letter?"** *t*. **"What is the sound of this letter?"** */t/*. "**Cover a picture on your card that starts with */t/*."** Ask one or two students to tell you the name and first sound of the picture they just covered.

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Instructional Feature	What To Do	Explicit Instruction
Assess understanding.	Provide individual turns on the remaining pictures in the instructional set.	Continue with remaining pictures on the page. Ask individual students to say the letter name and sound and have all students find a corresponding picture on their cards. **"Joe, what's the name of this letter?"** *t.* **"What's the sound of this letter?"** */t/.* **"Cover a picture on your card that starts with** ***/t/.*"** Continue until a student gets five in a row. Then begin the game again, presenting the letters in a different order.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• Provide feedback on picture identification. Ex: When shown a picture of *teeth*, students say *mouth*. **"These are** ***teeth.*** **What are these?"** *Teeth.* If students choose the wrong picture on their squares card, use the feedback procedure above to tell them the name of the picture they chose, then tell them which picture to choose. Allow them five seconds to find the correct picture. If they don't find it, name and show them the correct picture. • Provide feedback on initial sound identification. Ex: A student says the first sound of *teeth* is */f/.* **"The first sound in** ***teeth*** **is /t/. What's the first sound in** ***teeth?*"** */t/.*
Review.	Provide individual turns on target sounds used today.	**"Joe, what is this?"** *Tire.* **"What is the first sound in** ***tire*****?"** */t/.* **"Yes, the first sound in** ***tire*** **is /t/."**

Additional Expansion Activities

- Have students identify the first sound in two-syllable words.
- Play the game until all squares on all students' cards are covered. This activity may be most appropriate for students who require additional practice.
- Include one or two additional letter tiles.

How To Evaluate Learning.

Use procedures outlined in the initial instructional model for evaluating student learning.

Student performance on identifying letter names, sounds, and initial sounds is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on initial sounds.

Skill: Identification of letter names and sounds presented in written form.

Materials: Letter cards of sounds used on the squares card, data collection sheet.

Criterion: When presented with five opportunities to say the name and sound of a letter, students will correctly identify the name and letter four of five times.

Sample checklist for monitoring student success with discriminating initial sounds and naming letters.

Opportunities to Respond

Student	Day 1: Targets: t & b																			
	Letter sound t					Letter name t					Letter sound b					Letter name b				
Carol	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Brian		X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X
Scott	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X
Leigh	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Lisa	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X

Student	Day 2: Targets: t & b																			
	Letter sound t					Letter name t					Letter sound b					Letter name b				
Carol																				
Brian																				
Scott																				
Leigh																				
Lisa																				

Student	**Day 3: Targets: t & b**																			
	Letter sound t					**Letter name t**					**Letter sound b**					**Letter name b**				
Carol																				
Brian																				
Scott																				
Leigh																				
Lisa																				

The columns in the evaluating learning table represent each presentation of an opportunity for students to respond and for teachers to monitor student progress. For example, in one day the teacher may provide a student with five opportunities to respond. Each time the task is performed correctly, the box is checked.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.).* Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS

II. Blending Onset-Rime -Lesson 1:

Initial Instructional Strategy—Blending Onset-Rimes

Lesson Objective

Blend the onset and rime in a word presented orally.

Corresponding TEKS Objectives

K.6.B & 1.6.B: Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1).

Rationale and Purpose

- This strategy is designed to teach students to blend onsets and rimes. It may be used with students in kindergarten and first grade, or with older students who have learned to blend onsets and rimes and would benefit from review.
- In this activity, the teacher presents the onset and rime of a word, models how to blend the two using a puppet, and assesses students' knowledge of blending onsets and rimes.
- Students respond by blending the onset and rime into the target word.
- The ability to blend onsets and rimes is an important skill in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "first"

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach blending onset and rime include:

- Select pictures students recognize.
- Begin with one-syllable words, then introduce multisyllablic words as students develop proficiency.
- Start with words that begin with one-sound onsets (e.g., /c/ /at/), then introduce words that begin with two-sound onsets (e.g., /st/ /op/).

Materials and Examples

Materials: Puppet.

Sample instructional sets: Include only four to five words in each instructional set. Complete two sets per day. As students develop proficiency, include words that begin with different initial sounds.

Day 1:
Set 1: Cave, cat, can, cap.
Set 1: Man, can, mat, mouse.

Day 2:
Set 1: Man, can, mat, mouse.
Set 2: Goat, ghost, mitt, girl.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the puppet.	**"This is our puppet, Buster. He has a hard time putting the parts of words together, and we're going to help him learn how to do that. He's going to say the first part of each word, then he'll say the rest of the word. Last he'll put the parts together to say the whole word."**
Model explicit examples.	Use the puppet to model saying the onset, then the rime. End with saying the whole word.	**"He'll say the parts and then the whole word: C---ave, *cave.* Here's another one: C---at, *cat.*"**
Provide students opportunities.	Provide group turns on the remaining words in the instructional set. Have the puppet say the onset and rime and have students blend the parts.	**"Try one on your own. Buster will say the parts, you say the word."** **"C---an."** *Can.* **"Yes, *can*."** **"Let's try another. C---ap."** *Cap.* **"Yes, *cap*."** Continue with *bee, bear, boat,* and *boy.*
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	Provide feedback on blending. If a student says any parts or the whole word incorrectly, tell them the word, repeat the onset, rime, and whole word, say the onset and rime again, and have them repeat the whole word. **"The whole word is cave. C---ave, *cave.* Now it's your turn. C---ave."** *Cave.* **"Yes, *cave*."**
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on initial sounds.

Skill: Identification of onsets and rimes presented orally.

Materials: Puppet, data collection sheet.

Criterion: When presented with eight words, students will correctly blend the onset and rime of seven of the eight words.

Sample checklist for monitoring student success with initial sounds.

Opportunities to Respond

Blending Onsets and Rimes								
	Day 1							
Student	**c-ave**	**c-at**	**c-an**	**c-ap**	**b-ee**	**b-ear**	**b-oat**	**b-oy**
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

Blending Onsets and Rimes								
	Day 2							
Student	**m-an**	**c-an**	**m-at**	**m-ouse**	**g-oat**	**g-host**	**m-itt**	**g-irl**
Carol	X	X	X	X	X	X	X	X
Brian	X	X		X	X	X	X	X
Scott	X	X	X	X	X		X	X
Leigh	X	X	X	X	X	X	X	X
Lisa		X	X	X	X	X	X	X

References:

Carnine, D. W., Silbert, J., & Kame’enui, E. J. (1997). *Direct instruction reading (3rd ed.).* Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading.* Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS

II. Blending Onset-Rime -Lesson 2:

Review Strategy—Segmenting and Blending Onsets and Rimes

Lesson Objective

Blend the onset and rime in a word presented orally.

Corresponding TEKS Objectives

K.6.B & 1.6.B: Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1).

Rationale and Purpose

- This strategy provides students with additional practice in blending onsets and rimes and introduces segmenting onsets and rimes.
- It may be used with students in kindergarten and first grade, or with older students who have learned to blend onsets and rimes and would benefit from review.
- In this activity, the teacher presents a word and assesses student knowledge of segmenting and blending onsets and rimes. Students segment the onset and rime of the word and blend the parts into the whole word using pictures that are cut in half as prompts.
- The abilities to blend and segment onsets and rimes are important skills in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "first"
- Isolate first sounds in words

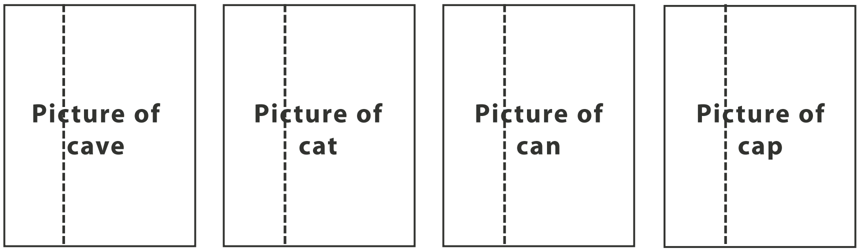
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach segmenting and blending onset and rime include:

- Select words students recognize.
- Begin with one-syllable words, then introduce multisyllablic words as students develop proficiency.
- Start with words that begin with one-sound onsets (e.g., /c/ /at/), then introduce words that begin with two-sound onsets (e.g., /st/ /op/).

Materials and Examples

Materials: Picture cards of one-syllable words, cut into two parts. The second part of the picture should be wider than the first part.



Sample instructional sets: Include only four to five words in each instructional set. Complete two sets per day. As students develop proficiency, include words that begin with different initial sounds.

Day 1:

Set 1: Cave, cat, can, cap.
Set 2: Bee, bear, boat, boy.

Day 2:

Set 1: Mat, can, man, mouse.
Set 2: Goat, ghost, mitt, girl.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce picture cards.	Put picture cards in front of students. Review names of pictures as needed.	Use Explicit Instruction from Phonemic Awareness initial instructional model.
Introduce the activity.	Show students picture cards.	**"I'm going to say the parts of a word, then the whole word. I'll use these picture puzzles to help me say the parts and the whole word."**
Model explicit examples.	Present cut-up pictures to students. Model the task, including how to use the pictures.	Begin with the puzzle pieces for the word put together, with both pieces side by side. **"This is *cave*. The first part is /c/."** Separate the first part of the picture from the second part, moving it to the left. **"The rest of the word is /ave/."** Move the second part of the picture to the right. **"I'm going to say the parts again, then push them together. /c/ /ave/."** Move the pictures together again to complete the puzzle. ***"Cave."*** Repeat for *cat*.
Provide students opportunities.	Provide group turns on the remaining pictures in the instructional set.	Begin with each puzzle put together. **"Now it's your turn. *Can*. What's the word?"** *can.* **"What's the first sound?"** */c/.* Move the first part of the picture to the left. **"What's the rest of the word?"** */an/*. Move the second part of the picture to the right. **"What are the parts?"** */c/ /an/*. **"What's the whole word?"** *Can.* Move the pictures together. Repeat with *cap*.
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities. Have students move the picture pieces on their turns.

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Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• If a student mislabels a picture, tell them the name of the picture and have them repeat the name. **"This is cave. What is this?"** ***Cave.*** • Provide feedback on segmenting. If a student segments the onset and rime incorrectly, say the word, the onset and rime, and have them repeat the word and its parts. **"*Cave*. The first part is /c/. The rest of the word is /ave/. *Cave.* Say the word."** *Cave.* **"What's the first part?"** */c/.* **"What's the rest of the word?"** */ave/.* **"Say the whole word."** *Cave.* • Provide feedback on blending. If a student blends the onset and rime incorrectly, repeat the onset, rime, and whole word, and have them repeat the parts and the whole word. **"The whole word is *cave.* C---ave, *cave.* Now it's your turn. C---ave."** *Cave.* **"Yes, *cave.*"**
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with discriminating initial sounds.

Opportunities to Respond

Blending and Segmenting Onsets and Rimes

Day 1

Student	cave		cat		can		cap		bee		bear		boat		boy	
	S	*BL*	*S*	*BL*	*S*	*BL*	*S*	*BL*	*S*	*BL*	*S*	*BL*	*S*	*BL*	*S*	*BL*
Carol	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Brian	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Scott	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X

Blending and Segmenting Onsets and Rimes

Day 2

Student	mat		can		man		mouse		goat		ghost		mitt		girl	
	S	*BL*	*S*	*BL*	*S*	*BL*	*S*	*BL*	*S*	*BL*	*S*	*BL*	*S*	*BL*	*S*	*BL*
Carol																
Brian																
Scott																
Leigh																
Lisa																

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.).* Upper Saddle River, NJ: Merrill.

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Webber, M. T., Jr., & Webber, S. G. (1998). *Webber's jumbo articulation drill book.* Greenville, South Carolina: Super Duper Publications.

PHONEMIC AWARENESS

II. Blending Onset-Rime -Lesson 3:

Expansion Strategy—Integrating Onset-Rime and First Letter Identification

Lesson Objectives

Blend the onset and rime in a word presented orally.
Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.B & 1.6.B: Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands students' skills in segmenting and blending onsets and rimes and requires them to integrate their knowledge of letter sounds, segmenting, and blending in one task. It may be used with students in kindergarten and first grade, or with older students who have learned to segment and blend onsets and rimes, know letter-sound correspondences, and would benefit from review.
- The teacher orally presents a word and assesses students' knowledge of segmenting and blending onsets and rimes and letter-sound correspondences.
- Students segment and blend the onset and rime and then substitute a letter tile for the first sound.
- The abilities to isolate first sounds and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "first"
- Have knowledge of letter-sound correspondences
- Identify first sounds

Instructional Design Criteria

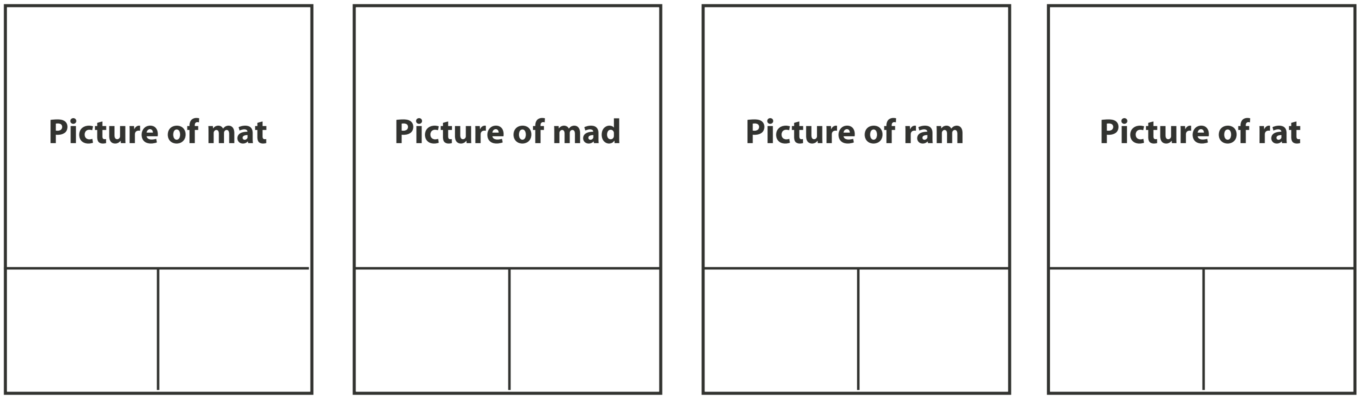
To ensure success, the instructional examples and sequence of instruction to review and extend blending onset-rime include:

- Select words students recognize.
- Select words that begin with one-sound onsets only (e.g., /c/ /at/, not /st/ /op/).

- Select letter sounds students know.
- Use words whose first sound represents the most common sound of the letter.
- Begin with words that begin with the same initial sound, then use words with different initial sounds as students develop proficiency.
- As students develop skill in identifying and discriminating first sounds, you may use words that begin with similar sounds (e.g., p/b; t/d).

Materials and Examples

Materials: Picture cards with two-square boxes underneath; marker chips; letter tiles.



Examples: Use words students have reviewed in previous strategies and that begin with a letter students have learned. Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students materials.	**"We are going to play a game that will help us blend the first sound in a word with the rest of the word. We'll say the parts of the word, then we'll say the whole word. We're going to put a letter in the box for the first sound of each word, so remember all the sounds you've learned!"** Review picture names as needed. Use wording from initial instructional model.
Model explicit examples.	Put out a maximum of two letters for students to choose for the first sound. Include only letter sounds students have learned and can identify proficiently. Begin with markers above the boxes. Point to each box as you say each part, then move your finger underneath the boxes as you say the whole word.	**"This is *mat*. The first part is /m/."** Demonstrate moving a marker into the first box. **"The rest of the word is /at/."** Demonstrate moving a marker into the last box. ***"Mat."*** Move your finger under the boxes from left to right. **"Now I'll choose the letter that makes the first sound. The first sound in *mat* is /m/. Which of these letters makes the /m/ sound?"** Point to the letter m. **"This letter makes the /m/ sound. I'll put /m/ in place of my first marker. Now I'll say each part, then the whole word. /m/ /at/, *mat*."** Repeat with *mad*.
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	**"Now it's your turn. *Ram*. What's the first part?"** */r/*. Monitor students to make sure they're putting a marker in the first box. **"What's the next part?"** */am/*. Monitor students. **"What's the whole word?"** *Ram.* Place two letter tiles on the table for students to choose.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
		"What's the first sound of *ram*?" /r/. **"What letter makes the /r/ sound?"** Students choose the letter. **"Yes, this letter makes the /r/ sound. Put the /r/ sound in place of your first marker. Now say each part, then say the whole word."** Students respond by saying the parts, then the whole word. Continue with remaining items in set.
Assess understanding.		Use procedures outlined for providing students opportunities.
Ongoing assessment and feedback.	Provide individual turns. Present items in a different order than previously introduced. Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• If a student mislabels a picture, tell them the picture and have them repeat the name of the picture. **"This is *mat*. What is this?"** *Mat.* • Provide feedback on segmenting. If a student segments the onset and rime incorrectly, say the word, the onset and rime, and have them repeat the word and its parts. **"*Mat*. The first part is /m/. The rest of the word is /at/. *Mat*. Say the word."** *Mat.* **"What's the first part?"** /m/. **"What's the rest of the word?"** /at/. **"Say the whole word."** *Mat.* • Provide feedback on blending. If a student blends the onset and rime incorrectly, repeat the onset, rime, and whole word, and have them repeat the parts and the whole word. **"The whole word is *mat*. M---at, *mat*. Now it's your turn. M---at."** *Mat.* **"Yes, *mat*."**
Review.	Provide individual turns on target sounds used today.	Follow procedures for providing students opportunities.

How To Evaluate Learning.

Student performance on identifying letter sounds is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on producing and writing letter sounds.

Skill: Production and identification of letter sounds presented orally and in written form.

Materials: Picture cards with two-square boxes, marker chips, letter tiles, data collection sheet.

Criterion: When presented with five opportunities to say the sound and identify a letter, students will correctly produce and identify the letter four of five times.

Opportunities to Respond

Segmenting, Blending, and Naming Parts: Day 1												
	mat			**mad**			**ram**			**rat**		
Student	***SEG***	***BL***	***LS***	***SEG***	***BL***	***LS***	***SEG***	***BL***	***LS***	***SEG***	***BL***	***LS***
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

SEG = Segment
BL = Blend
LS = Letter sound

References:

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PHONEMIC AWARENESS

III. Blending Phoneme by Phoneme -Lesson 1:

Initial Instructional Strategy—Blending Phonemes in Words

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to orally blend phonemes into words. Next, students learn to blend phonemes using an Elkonin box, which has one square representing each phoneme of a word. The third strategy integrates students' knowledge of phonemes with their knowledge of letter sounds by having them blend the letter sounds in a word.

Lesson Objective

Orally blend two to three separately spoken phonemes into one-syllable words.

Corresponding TEKS Objectives
K.6.E: Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K).

1.6.E: Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1).

Rationale and Purpose

- This strategy is designed to teach students to blend phonemes into words. It may be used with students in kindergarten and first grade or with older students who would benefit from review.
- In this activity, the teacher uses a puppet to say the phonemes of a word and assesses students' knowledge of blending at the phoneme level.
- Students blend the phonemes to make a whole word.
- The ability to blend phonemes is an essential skill in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Blend at the onset-rime level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach blending phonemes include:

- Select words students recognize.
- Begin with two-phoneme words, then introduce three-phoneme words as students develop proficiency.

Materials and Examples

Materials: Puppet.

Examples: Include words that contain letter sounds students have learned. In this sample lesson, we are assuming students have learned the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/.

Sample instructional sets: Include four to five words in each instructional set and instruct on two sets per day.

Day 1:	**Day 2:**
Set 1: am, in, on, me.	Set 3: man, fin, lab, mud.
Set 2: at, if, an, it.	Set 4: sun, rib, lot, sad.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the puppet and explain the task.	**"This is our puppet, Buster. He's still learning how to blend the sounds in words, so you're going to show him how to do it. He'll say the sounds in a word and you say the whole word."**
Model explicit examples.	Use the puppet to present the phonemes.	Have the puppet say /a/ /m/, then you say, ***"am."*** Continue with in.
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	**"Now Buster will say the sounds and you tell him the whole word."** Have the puppet say /n/ /o/, then ask, **"What word did you hear?"** *No.* Repeat with remaining items in set.
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	Provide feedback on blending. If a student says a phoneme or the whole word incorrectly, tell them the word, repeat the phonemes and whole word, say the phonemes again, and have them repeat the whole word. **"The whole word is *am*. A---m, *am*. Now you try. A---m."** *Am.* **"Yes, *am*."**
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on blending phonemes.

Skill: Blending of phonemes presented orally.

Materials: Words that have been reviewed over the past two weeks, data collection sheet.

Criterion: When presented with eight words, students will correctly blend the phonemes of seven of the eight words.

Sample checklist for monitoring student success with segmenting sound by sound.

Opportunities to Respond

Blending Phoneme by Phoneme								
	Day 1							
Student	**am**	**in**	**on**	**me**	**at**	**if**	**an**	**it**
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

Blending Phoneme by Phoneme								
	Day 2							
Student	**man**	**fin**	**lab**	**mud**	**sun**	**rib**	**lot**	**sad**
Carol								
Brian								
Scott								
Leigh								
Lisa								

References:

Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore: Brookes.

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PHONEMIC AWARENESS

III. Blending Phoneme by Phoneme-Lesson 2:

Review Strategy—Blending Phonemes Using Manipulatives

Lesson Objective

Orally blend two to three separately spoken phonemes into one-syllable words.

Corresponding TEKS Objectives

K.6.E: Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K).

1.6.E: Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1).

Rationale and Purpose

- This strategy provides students with additional practice blending phonemes by having them use manipulatives to represent and blend the sounds in words. It may be used with students in kindergarten and first grade or with older students who would benefit from review.
- In this activity, the teacher provides the phonemes of a word and assesses students' knowledge of blending at the phoneme level.
- Students respond by marking each sound and blending the phonemes into the target word.
- The ability to blend phonemes is an essential skill in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concepts "first" and "next"
- Segment at the onset-rime level

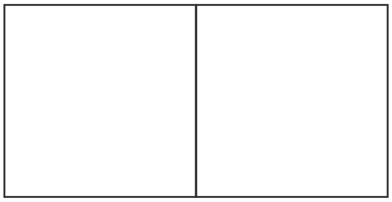
Instructional Design Criteria

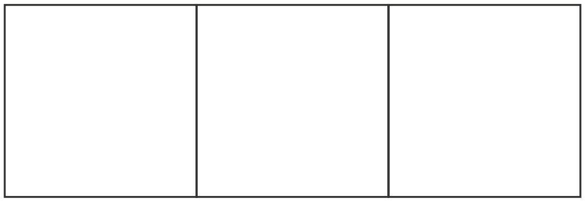
To ensure success, the instructional examples and sequence of instruction to teach blending phonemes include:

- Select words students recognize.
- Begin with two-phoneme words, then introduce three-phoneme words as students develop proficiency.

Materials and Examples

Materials: two- and three-square Elkonin boxes for each student, marker chips.





Examples: Include words that contain letter sounds students have learned. In this sample lesson, we are assuming students have learned the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/.

Sample instructional sets: Include only four to five words in each instructional set, and instruct on two sets per day.

Day 1:

Set 1: Two-phoneme words: an, if, me, on.
Set 2: Two- and three-phoneme words: am, in, man, fun.

Day 2:

Set 3: Two- and three-phoneme words: sun, it, lot, fan.
Set 4: Three-phoneme words: mud, rib, fin, not.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	**"We're going to say the sounds of each word, then we'll say the whole word. When I say a sound of the word I'll put a marker in one of my boxes."**
Model explicit examples.	Place one marker above each box before beginning the task, and move them into each box as you say each part. Move your finger underneath the boxes from left to right as you say the whole word	**"The first word has two sounds. The first sound is /a/."** Demonstrate moving the marker to the first box. **"The next sound is /n/."** Demonstrate moving the marker to the next box. **"The sounds are /a/ /n/. What's the whole word?** ***An.*****"** Repeat with second item in the set.
Provide students opportunities.	Provide group turns on the remaining words in the instructional set.	**"Your turn. This word has two sounds. The first sound is /m/. Put a marker in your first box for /m/."** Monitor students to make sure they put a marker in the first box. **"The next sound is /e/. Put a marker in the next box for /e/."** Point to each box as you say each sound. **"The sounds are /m/ /e/. What's the whole word?"** *Me.* Monitor students to make sure they move their finger underneath the boxes from left to right. Repeat with on. Continue with examples in Instructional Set 2: am, in, man, fun. As students become familiar with the task, remove the wording: **"Put a marker in the next box for /_/."**
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

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Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are firm on the correct response.	• Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. **"The whole word is am. A---m, *am.* Now it's your turn. A---m."** *Am.* **"Yes, *am*."** • If students move the markers or slash from right to left, show them how to move from left to right, then have them practice twice.
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with blending phonemes.

Opportunities to Respond

Blending Phoneme by Phoneme								
	Day 1							
Student	**an**	**if**	**me**	**on**	**am**	**in**	**man**	**fun**
Carol	x	x	x	x		x	x	x
Brian	x	x	x		x	x	x	x
Scott	x	x	x	x	x	x	x	x
Leigh	x	x	x	x	x	x	x	x
Lisa	x	x	x	x	x		x	x

Blending Phoneme by Phoneme								
	Day 2							
Student	**sun**	**it**	**lot**	**fan**	**mud**	**rib**	**fin**	**not**
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.).* Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS

III. Blending Phoneme by Phoneme -Lesson 3:

Expansion Strategy—Integrating Letter-Sound Correspondence and Blending

Lesson Objectives

Orally blend two to three separately spoken phonemes into one-syllable words.
Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.E: Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K).

1.6.E: Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands students' skills at blending phonemes and requires them to integrate their knowledge of letter sounds and blending in one task. It may be used with students in kindergarten and first grade, or with older students who have learned to blend phonemes, know letter-sound correspondences, and are ready to review the skills.
- The teacher presents each word phoneme by phoneme and assesses students' knowledge of blending at the phoneme level.
- The students write the letter that represents each phoneme, produce its sound, and blend the sounds together to make a word.
- The abilities to blend and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concepts "first" and "next"
- Have knowledge of letter-sound correspondences
- Write letters
- Segment and blend at the onset-rime level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to review and extend blending phonemes include:

- Select words students recognize.
- Select letter sounds students know.
- Begin with two- and three-phoneme words in which each phoneme is represented by one letter, then introduce words with more phonemes as students develop proficiency.
- As students become better at identifying and discriminating first sounds, you may use words that contain similar sounds (e.g., /p/, /b/; /t/, /d/).

Materials and Examples

Materials:

- Inchworm Game worksheets for students to write the short version of the word. See attached page for an example of the Inchworm Game worksheet.
- Pencils for each student.

Examples: Use words students have reviewed in previous strategies and that include letters students can sound out and write. Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /a/, /m/, /t/, /s/, /o/, /d/, /r/.

Sample Instructional Sets: Include four words in each instructional set. Include two- and three-phoneme words.

Set 1: am, mat, sat, rod.
Set 2: dot, rat, at, sad.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	**"We are going to play a game that will help us blend sounds to make a word. We'll use the Inchworm Sheet. I will say the sounds in the word, then you'll write the sounds and tell me the whole word. Let's start!"**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Show students how to use the worksheet. Say the sound of the letter as you write it on the worksheet. As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.	**"I'll do the first two. The first word has two sounds. The first sound is /a/. What letter makes the /a/ sound? *a.* So I'll write "a" on the first line under my inchworm."** Model writing "a" under the first worm. **"The next sound in *am* is /m/. What letter makes the /m/ sound? *m.* So I'll write "m" next to the "a" under my inchworm."** Model writing "m." **"The sounds are /a/ /m/. What's the whole word? *Am*."** Continue with second item in set.
Provide students opportunities.	Provide group turns on the remaining items in the instructional set. As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.	**"Now it's your turn. This word has three sounds. The first sound is /s/. What letter makes the /s/ sound?"** *s.* **"Yes, the letter "s" makes the /s/ sound. Write an "s" on the line under the inchworm. Remember to say the sound as you write the letter."** Monitor students' work. **"The next sound is /a/. What letter makes the /a/ sound?"** *a.* **"Yes, "a" makes the /a/ sound. Write an "a" on the line."** Monitor work. **"The next sound is /t/. What letter makes the /t/ sound?"** *t.* **"Yes, "t" makes the /t/ sound. Write a "t" on the line."** Monitor work. **"The sounds are /s/ /a/ /t/. What's the whole word?"** *Sat.* **"Yes, *sat*."** Repeat with remaining items in set.
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

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Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• Provide feedback on letter names/sounds. If a student identifies a letter incorrectly, tell them the correct letter name and sound and have them repeat it. **"The letter "m" makes the /m/ sound. What letter makes the /m/ sound?"** *m.* • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. **"The whole word is *am*. A---m, *am*. Now it's your turn. A---m."** *Am.* **"Yes, *am*."** • Provide feedback on writing. If a student writes a letter incorrectly, show them how to write it and have them write it. If necessary, help them write the word.
Review.	Provide individual turns on target sounds used today.	Follow procedures for providing students opportunities.

How To Evaluate Learning.

Use procedures outlined in the initial instruction model for evaluating student learning on Blending Phoneme by Phoneme.

Opportunities to Respond

Student	**Day 1: am**										**Day 1: mat**									
	Blend					**Write**					**Blend**					**Write**				
Carol	X	X	X		X	X	X	X	X	X										
Brian		X	X	X	X	X	X	X	X	X										
Scott	X	X	X	X	X	X	X	X	X	X										
Leigh	X	X		X	X	X	X	X	X	X										
Lisa	X	X	X	X	X	X	X	X	X	X										

Student	**Day 1: sat**										**Day 1: rod**									
	Blend					**Write**					**Blend**					**Write**				
Carol	X	X	X		X	X	X	X	X	X										
Brian		X	X	X	X	X	X	X	X	X										
Scott	X	X	X	X	X	X	X	X	X	X										
Leigh	X	X		X	X	X	X	X	X	X										
Lisa	X	X	X	X	X	X	X	X	X	X										

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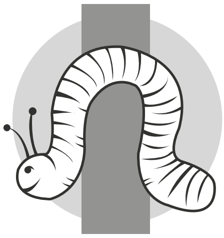
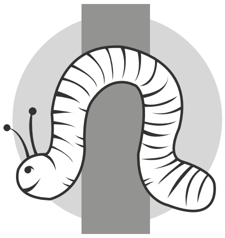
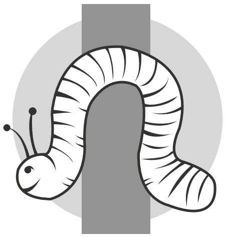
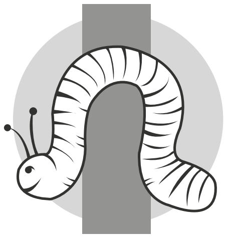
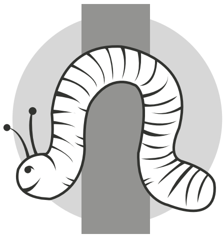
The Inchworm Game: Blending Two- and Three-Phoneme Words

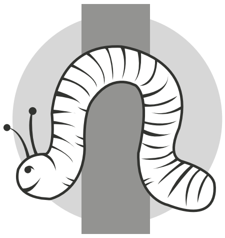


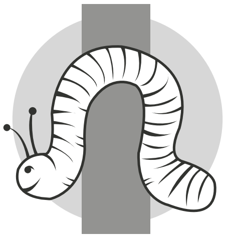


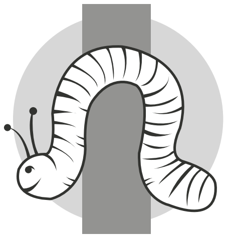












PHONEMIC AWARENESS

IV. Segmenting Sound by Sound -Lesson 1:

Initial Instructional Strategy—Segmenting Sound by Sound: Elkonin Boxes

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to segment words into their phonemes using an Elkonin box, which has one square representing each phoneme of a word. Next, this strategy teaches students to segment words into their phonemes using their fingers to represent each sound. The third strategy integrates students' knowledge of phonemes with their knowledge of letter sounds by having them identify, segment, and blend the letter sounds that make up a word.

Lesson Objective

Segment individual sounds in words.

Corresponding TEKS Objectives

K.6.F: Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy is designed to teach students to segment phonemes in words using manipulatives. It may be used with students in middle kindergarten through middle first grade, or with older students who would benefit from review.
- In this activity, the teacher provides a word and assesses students' knowledge of segmenting at the phoneme level.
- Students respond by segmenting the phonemes in the target word, and moving a marker for each sound in the word.
- The ability to segment phonemes is one of the most essential skills in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Produce individual sounds
- Understand the concepts "first" and "next"
- Segment and blend at the onset-rime level
- Blend at the phoneme level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach segmenting words include:

- Select words students recognize.
- Begin with two- and three-phoneme words.

Materials and Examples

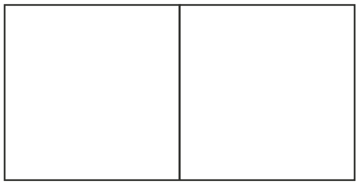
Materials: Picture cards of two- and three-phoneme words. Two- and three-square Elkonin boxes for each student. Enough markers or chips per student to mark the squares in each box.

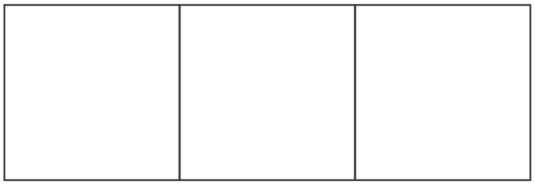
Picture of teeth

Picture of tie

Picture of toad

Picture of toy





Sample instructional sets: Include only four to five pictures in each instructional set. Sets should begin with words that begin with the same letter sound. As students develop proficiency, sets may include pictures with different initial sounds.

Day 1:

Set 1: Target sound /t/. Picture cards for teeth, tie, toad, toy.
Set 2: Target sound /b/. Picture cards for bat, boat, bath, bow.

Day 2:

Set 3: Target sound /c/. Picture cards for cat, cane, cape, cow, cot.
Set 4: Target sound /f/. Picture cards for feet, fish, fan, fox.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Put picture cards in front of students. Review names of pictures as needed. Show students the materials.	Use Explicit Instruction from Phonemic Awareness Initial Instructional Model for reviewing names of pictures. **"I'm going to say a word, then we'll say the sounds in the word. When I say each sound in the word I'll put a marker in one of my boxes."**
Model explicit examples.	Put the picture card on the table. Place a marker above each box of the three-square strip. When saying each sound, move the marker down into the box. When reviewing the sounds and saying the word, point to the boxes as you say each individual sound, then move your finger from left to right under the boxes as you say the whole word.	**"Put a marker above each box."** Monitor students. **"The first word is teeth. Teeth has three sounds. The first sound is /t/."** Demonstrate moving the marker to the box. **"The next sound is /e/."** Demonstrate moving the marker to the next box. **"The next sound is /th/."** Move a marker down into the next box. **"The sounds in *teeth* are /t/ /e/ /th/, *teeth*."** Complete for second item in the set.
Provide students opportunities.	Provide group turns on the remaining pictures in the instructional set. Give each student a three-square box and markers.	**"Now it's your turn. You'll put a marker in a box each time you say a sound, then you'll say the whole word. What's this picture?"** *Toad.* Tell students if it's a two- or three-sound word. **"What's the first sound?"** */t/.* **"Move your first marker into the first box. What's the next sound?"** */oa/.* Monitor students to make sure they move the marker into the next box. **"What's the next sound?" /d/.** Monitor students. **"Say the sounds in *toad*."** */t/ /oa/ /d/.* **"Say the whole word."** *Toad.* Monitor to make sure students move their finger across the boxes from left to right.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• If a student mislabels a picture, tell them the picture and have them repeat the name of the picture. **"These are *teeth*. What are these?"** *Teeth.* • Provide feedback on segmenting. If a student segments incorrectly, tell them the word, segment the phonemes, and have them repeat the word and its phonemes. **"Teeth. The first sound is /t/. The next sound is /e/. The next sound is /th/. Say the word."** *Teeth.* **"What's the first sound?"** */t/.* **"What's the next sound?"** */e/.* **"What's the next sound?"** */th/.* **"What's the whole word?"** *Teeth.* • If students move their markers or finger from right to left, show them how to move from left to right, then have them practice twice. • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. **"The whole word is *teeth*.** **T---ee---th, *teeth*. Your turn.** **T---ee---th."** *Teeth.* **"Yes, *teeth*."**
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on segmenting.

Skill: Segmenting of phonemes presented orally.

Materials: Picture cards of words that have been reviewed over the past two weeks, markers, data collection sheet.

Criterion: When presented with five picture cards, students will correctly segment the phonemes of four of the five pictures.

Sample checklist for monitoring student success with segmenting phonemes.

Response Opportunities

Segmenting Sound by Sound								
	Day 1							
Student	**teeth**	**tie**	**toad**	**toy**	**bat**	**boat**	**bath**	**bow**
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS

IV. Segmenting Sound by Sound -Lesson 2:

Review Strategy—Segmenting Sound by Sound Using Fingers

Lesson Objective

Segment individual sounds in words.

Corresponding TEKS Objectives

K.6.F: Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy provides students with additional practice on segmenting by having them say the sounds in words with out using manipulatives. It may be used with students in middle kindergarten through middle first grade or with older students who have learned to segment words and would benefit from review.
- The teacher presents the word and students respond by saying the individual sounds in the word, using one finger to represent each sound.
- The ability to segment phonemes is one of the most essential skills in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concepts "first" and "next"
- Segment and blend at the onset-rime level
- Blend at the phoneme level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach segmenting words include:

- Select words students recognize.
- Begin with two-phoneme words, then introduce three-phoneme words as students develop proficiency.

Materials and Examples

Materials: None.

Sample instructional sets: Present words in groups of four to five, and instruct on two sets per day.

Day 1:

Set 1: bee, boat, bath, bow.
Set 2: toad, tie, tin, ten.

Day 2:

Set 3: man, mitt, mouse, mat.
Set 4: goat, ghost, game, mad.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.		**"You're going to say the sounds in words without looking at pictures. You'll use your fingers to help say the sounds."**
Model explicit examples.	Show students how to use their fingers to segment words. Hold up a finger for each sound, moving from left to right.	**"The first word is bee. Bee has two sounds. I'll hold up a finger for each sound. /b/ /ee/, *bee*."** Say the sounds in bee, pausing between each sound. Model segmenting *bee* twice. Continue with *boat.*
Provide students opportunities.	Provide group turns on the remaining words in the instructional set.	**"Now it's your turn. I'll say the word, then you say each sound as you hold up a finger. *Bath.* *Bath* has three sounds. What's the first sound?"** /b/. Monitor students to make sure they're holding up one finger. **"What's the next sound?"** /a/. **"What's the next sound?"** /th/. Make sure students are moving from left to right. **"What's the whole word?"** *Bath.* Continue with remaining items in set.
Assess understanding.	Provide individual turns on words in the instructional set. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• Provide feedback on segmenting. If a student segments incorrectly, tell them the word, segment the phonemes, and repeat the word. Have students repeat the word and its phonemes, and say the whole word. **"*Teeth.* The first sound is /t/. The next sound is /e/. The next sound is /th/. *Teeth.* Say the word."** *Teeth.* **"What's the first sound?"** /t/. **"What's the next sound?"** /e/. **"What's the next sound?"** /th/. **"What's the whole word?"** *Teeth.* • If students hold up their fingers from right to left, show them how to move from left to right, then have them practice twice.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with segmenting phonemes.

Response Opportunities

Segmenting Sound by Sound								
	Day 1							
Student	**bee**	**boat**	**bath**	**bow**	**toad**	**tie**	**tin**	**ten**
Carol	x	x	x	x		x	x	x
Brian	x	x	x		x	x	x	x
Scott	x	x	x	x	x	x	x	x
Leigh	x	x	x	x	x	x	x	x
Lisa	x	x	x	x	x		x	x

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading.* Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS

IV. Segmenting Sound by Sound -Lesson 3:

Expansion Strategy—Segmenting Sound by Sound

Lesson Objectives

Segment individual sounds in words.
Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.F: Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands on students' skills at segmenting words and requires them to integrate their knowledge of letter sounds and segmenting in one task. It may be used with students in later kindergarten through middle first grade, or with older students who have learned to segment, know letter-sound correspondences, and would benefit from review.
- In this activity, the teacher orally presents a word and students segment the word, choosing letters that represent each phoneme.
- The abilities to segment and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Have knowledge of letter-sound correspondences
- Understand the concepts "first" and "next"
- Segment and blend at the onset-rime level
- Blend at the phoneme level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to review and extend segmenting words include:

- Select words students recognize.
- Select letters students know.
- Begin with two- and three-phoneme words, then introduce words with more phonemes as students develop proficiency.
- As students become better at identifying and discriminating sounds, use words that contain similar sounds (e.g., /p/, /b/; /t/, /d/).

Materials and Examples

Materials: Dry erase board, dry erase pens, eraser.

Examples: Use words students have reviewed in previous strategies and that include letters students can sound out and write. Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /a/, /m/, /t/, /s/, /o/, /d/, /r/.

Sample Instructional Sets: Include four words in each instructional set and instruct on two sets per day. Include two- and three-phoneme words.

Set 1: at, dot, sad, rat.
Set 2: mat, am, rod, sat.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	**"We are going to play a game that will help us segment the sounds in words. We'll use a white board to play our game. I'll write some sounds you've learned at the top of the board. Then I'll say a word that has some of those sounds. You'll tell me all the sounds in the word and what to write for each sound. When you get all of the sounds and letters right you'll have spelled a whole word. Let's start now!"**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	**"First tell me all the sounds on the board."** Use the feedback procedure below if necessary. **"Good. These are all the sounds that will be in the words we'll spell today."**
Model explicit examples.	Write the sounds /a/, /m/, /t/, /s/, /o/, /d/, and /r/ on the board. Make blank lines for each phoneme in the word.	**"I'll do the first word. *At.* The sounds in at are /a/ /t/. What letter makes the /a/ sound?"** Look through the letters on the white board until you get to the letter *a*. **"*A.* I'll write the letter *a* on the white board."** **"The next sound in *at* is /t/. What letter makes the /t/ sound?"** Look through the letters on the white board until you get to *t*. **"*T.* So I'll write a *t* next to the *a.* Now I'll say the sounds together and then the whole word. /a/ /t/, *at.*"** Continue with second item in set.
Provide students opportunities.	Provide group turns on the remaining items in the instructional set. Point to each letter as students say the sounds, then slash your finger under the letters as they say the whole word.	**"Now it's your turn. The word is *sad.* What are the sounds in *sad?*"** /s/ /a/ /d/. **"What letter makes the /s/ sound?"** *s.* **"What letter makes the /a/ sound?"** *a.* **"What letter makes the /d/ sound?"** *d.* **"Very good. Say the sounds in *sad* together, then say the whole word."** Repeat with remaining items in the set.
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• Provide feedback on segmenting. If a student segments the phonemes incorrectly, say the phonemes and the word, and have them repeat the phonemes and word. **"*At*. The first sound is /a/. The next sound is /t/. Say the word."** *At.* **"What's the first part?"** */a/.* **"What's the rest of the word?"** */t/.* **"What's the whole word?"** *At.* • If students choose the wrong letter or sound, say the letter/sound they're looking for, point to the correct letter/sound, and say the letter/sound again while pointing to the letter. Have the student repeat the letter/sound. Ex: Students say the sound /b/ for /d/. **"/d/. Find the /d/ sound."** Point to the letter *d*. **"/d/. What sound?"** */d/.* • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. **"The whole word is *am*. A---m, *am*. Your turn. Say the sounds and the whole word."** */a/ /m/, am.* **"Yes, *am*."**

How To Evaluate Learning.

Use procedures outlined in the initial instructional model for evaluating student learning on segmenting.

Sample checklist for monitoring student success with segmenting, blending, and naming letters.

Response Opportunities

Segmenting, Blending, and Naming Letters												
	at			**dot**			**sad**			**rat**		
Student	***SEG***	***L NM***	***BL***	***SEG***	***L NM***	***BL***	***SEG***	***L NM***	***BL***	***SEG***	***L NM***	***BL***
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

Segmenting, Blending, and Naming Letters												
	mat			**am**			**rod**			**sat**		
Student	***SEG***	***L NM***	***BL***	***SEG***	***L NM***	***BL***	***SEG***	***L NM***	***BL***	***SEG***	***L NM***	***BL***
Carol												
Brian												
Scott												
Leigh												
Lisa												

SEG = Segment;
L NM = Letter name;
BL = Blend

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.).* Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading.* Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS

V. Deletion and Substitution-Lesson 1:

Initial Instructional Strategy—Deletion and Substitution of Initial Sounds

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to delete and substitute phonemes in words. Students learn to delete and substitute initial sounds by replacing the first letter of a word. Then they learn to delete and substitute the final sound in a word by changing one three-phoneme word to another three-phoneme word using letter tiles. Finally students learn to delete and substitute the medial sound in a word, writing the sounds in the target word and the new word.

Lesson Objective

Delete and substitute initial sounds in words.

Corresponding TEKS Objective

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy is designed to extend students' phonemic awareness skills by teaching them to delete and substitute the initial phonemes in words using letter tiles. Students are specifically told which sound to delete and how to replace the deleted sound with a new sound. The strategy may be used with students in first grade, or with older students who know letter-sound correspondences and would benefit from review of manipulating the sounds in words.
- In this activity, the teacher presents a word, tells students to change the first sound to make a new word, and assesses students' knowledge of deleting and substituting initial phonemes.
- Students use letter tiles to replace the initial sound with the new initial sound.
- The ability to delete and substitute phonemes in words is one of the most complex skills in the development of phonological awareness.
- This lesson may require multiple instructional sessions before students develop proficiency.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "first"
- Know letter-sound correspondences
- Segment and blend at the phoneme level

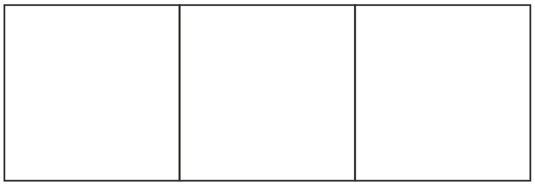
Instructional Design Criteria

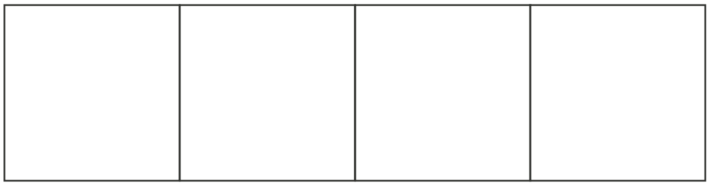
To ensure success, the instructional examples and sequence of instruction to teach substituting and deleting initial phonemes include:

- Select words students recognize and that can be easily changed to a different word by altering the first phoneme.
- Use words that include letters and sounds students have learned to sound out and write.
- Use words whose first sound represents the most common sound of the letter.
- Begin with words containing three sounds, in which each sound is represented by one letter, then move to four-sound and -letter words as students develop proficiency. Keep words to a maximum of four letters.

Materials and Examples

Materials: Letter tiles, three- and four-square Elkonin boxes.





Examples: Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/, /k/, /v/, /e/, /w/, /j/, /p/.

Sample instructional sets: Include four to five words in each instructional set. As students develop proficiency, include words with more letters and sounds.

Set 1: Target word man. Substitute with /f/, /v/, /p/.
Set 2: Target word fit. Substitute with /s/, /p/, /w/.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials they will use.	Tell students they'll be using the white board and markers to change the first sounds in words to make new words.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Put out all the letter tiles needed to make the words in the instructional set. For the first set, put the letters m, a, n, f, v, p, and r above the three-square strip. As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right. Put letter tiles for "man" in the boxes.	**"I'll do the first word. *Man.* What are the sounds in *man?* /M/ /a/ /n/."** Point to the letters as you say the sounds. **"What's the first sound in *man?*"** Point to the letter *m.* **"/M/."** **"Now I'm going to change the first sound to /f/ to make a new word. I'll erase the /m/ and put in /f/. Now I'll say the sounds then the whole word. /F/ /a/ /n/, *fan.*"** Point to the letters as you say the sounds, slashing under the letters when you read it as a whole word. Continue with second item in set.
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	**"Now it's your turn. This word is *van.* What are the sounds in *van?*"** */V/ /a/ /n/.* **"What's the first sound in *van*?"** */v/* **"Change the first sound to make a new word. Take away the /v/ and put in /p/."** Have one student change the sound. **"Now what sounds do we have?"** */p/ /a/ /n/.* The teacher points to each. **"What's the whole word?"** *Pan.* The teacher moves a finger under the whole word. **"Yes, *pan.*"** Repeat with remaining items in the set. Continue activity with Instructional Set 2: fit, sit, pit, wit.
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• Provide feedback on segmenting. If a student segments incorrectly, tell them the word, segment the phonemes, and have them repeat the words and its phonemes. **"*Man*. The first sound is /m/. The next sound is /a/. The next sound is /n/. Say the word."** *Man.* **"What's the first sound?"** */m/.* **"What's the next sound?"** */a/.* **"What's the next sound?"** */n/.* **"What's the whole word?"** *Man.* • Provide feedback on letter sounds. If a student identifies a letter-sound incorrectly, tell them the correct letter sound and have them repeat it. **"The sound is /m/. What sound does this letter make?"** */m/.* • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. **"The whole word is *man*. M---a---n,** *man.* **Your turn. Say the sounds and the whole word."** */m/ /a/ /n/, man.* **"Yes, *man*."**
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on deleting and substituting initial sounds.

Skill: Deleting and substituting of initial sounds presented orally and in printed form.

Materials: Elkonin boxes, letter tiles, data collection sheet.

Criterion: When presented with five target words, students will correctly delete or substitute the initial sound in the word four of five times.

Sample checklist for monitoring student success with deleting and substituting initial sounds.

Response Opportunities

SET 1: Deleting and Substituting Sounds												
	man			fan			van			pan		
Student	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X	X	X
Scott	X	X	X	X	X	X		X	X	X		X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

SET 2: Deleting and Substituting Sounds												
	fit			sit			pit			wit		
Student	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***
Carol												
Brian												
Scott												
Leigh												
Lisa												

S = Segment
D = Delete
Su = Substitute

References:

Adams, M. J. (1990). Beginning to read: *Thinking and learning about print.* Boston: MIT Press.

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PHONEMIC AWARENESS

V. Deletion and Substitution-Lesson 2:

Review Strategy—Deletion and Substitution of Final Sounds

Lesson Objective

Delete and substitute final sounds in words.

Corresponding TEKS Objective

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy provides students with practice in deleting and substituting final sounds in words by having students change the last letter of a target word to make a new word. The strategy may be used with students in first grade, or with older students who know letter-sound correspondences and would benefit from review of manipulating the sounds in words.
- The teacher presents a word, tells students to change the target word to a new word, and assesses students' knowledge of deleting and substituting final sounds. This lesson is more difficult than the instruction for deleting and substituting first sounds, because students are not explicitly told which letter sound to delete and substitute.
- Students use letter tiles, replacing the final letter of the target word to make a new word.
- The ability to delete and substitute phonemes in words is one of the most complex skills in the development of phonological awareness.
- This lesson will require multiple instructional sessions before students develop proficiency.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "last"
- Know letter-sound correspondences
- Segment and blend at the phoneme level

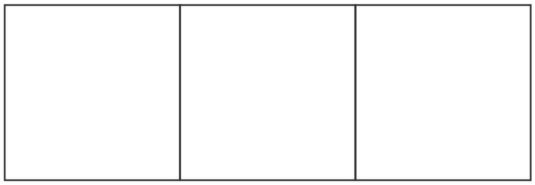
Instructional Design Criteria

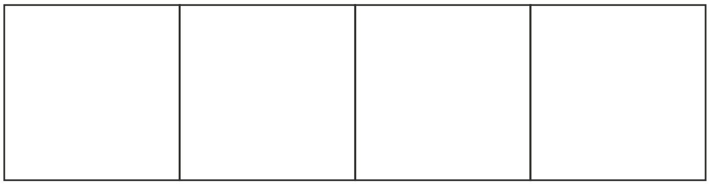
To ensure success, the instructional examples and sequence of instruction to teach substituting and deleting final phonemes include:

- Select words students recognize and that can be easily changed to a different word by altering the final phoneme.
- Use words that include letters and sounds students have learned to sound out and write.
- Use words whose final sound represents the most common sound of the letter.
- Begin with words containing three sounds, in which each sound is represented by one letter, then move to four-sound and -letter words as students develop proficiency. Keep words to a maximum of four letters.

Materials and Examples

Materials: Letter tiles, three- and four-square Elkonin boxes.





Examples: Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/, /k/, /v/, /e/, /w/, /j/, /p/.

Sample instructional sets: Include four to five words in each instructional set. As students develop proficiency, include words with more letters and sounds.

Set 1: Target word pat. Substitute with /n/, /l/, /d/.
Set 2: Target word man. Substitute with /p/, /t/, /d/.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students materials they will use.	**"We're going to change the last sound in a word to make a new word. You'll use the letter tiles and the three-square boxes to make the words."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Put out all the letter tiles needed to make the words in the instructional set. For the first set, put the letters p, a, t, n, l, and d above the three-square strip. As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right. Put letter tiles for "pat" in the boxes. When you say the words you're changing (e.g., pat/pan), emphasize the final sound so students hear the difference between the words.	**"First let's review the sounds of these letters."** Point to each letter and have students say the corresponding sound. **"Good. I'll do the first word. Pat. The sounds in *pat* are /p/ /a/ /t/."** Point to the letters as you say the sounds. **"Now I'm going to change *pat* to *pan*."** Change the last letter in the word. **"Now I'll say the new sounds then the whole word. /p/ /a/ /n/, *pan*."** Model again, changing *pan* to *pal*.
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	**"Now it's your turn. This word is *pal*. What are the sounds in *pal?*"** */p/ /a/ /l/.* **"Change *pal* to *pad*."** Have one student change the sound. **"Now what sounds do we have?"** */p/ /a/ /d/.* The teacher points to each sound. **"What's the whole word?"** *Pad.* The teacher moves a finger under the whole word. **"Yes, *pad*."** Repeat with remaining items in the set. Continue with Instructional Set 2: man, map, mat, mad.
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

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Instructional Feature	**What To Do**	**Explicit Instruction**
Assess understanding.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• Provide feedback on segmenting. If a student segments the phonemes incorrectly, say the phonemes and the whole word, and have them repeat the phonemes and word. **"*Man.* The first sound is /m/. The next sound is /a/. The next sound is /n/. Say the word."** *Man.* **"What's the first sound?"** */m/.* **"What's the next sound?"** */a/.* **"What's the next sound?"** */n/.* **"What's the whole word?"** *Man.* • Provide feedback on letter sounds. If a student identifies a letter-sound incorrectly, tell them the correct letter sound and have them repeat it. **"The sound is /m/. What sound does this letter make?"** */m/.* • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. **"The whole word is *man*. M---a---n, *man*. Your turn. Say the sounds and the whole word."** */m/ /a/ /n/, man.* **"Yes, *man*."**
Ongoing assessment and feedback	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with deleting and substituting final sounds.

Response Opportunities

Deleting and Substituting Sounds												
	pat			**pan**			**pal**			**pad**		
Student	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

References:

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PHONEMIC AWARENESS

V. Deletion and Substitution -Lesson 3:

Expansion Strategy—Deletion and Substitution of Medial Sounds

Lesson Objectives

Delete and substitute medial sounds in words.

Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands on students' skills at deleting and substituting phonemes by having them delete and substitute medial sounds in words in a writing activity. The strategy may be used with students in first grade, or with older students who have learned to delete and substitute sounds, know letter-sound correspondences, and would benefit from review.
- The teacher presents a word orally, tells students to change the target word to a new word, and assesses students' knowledge of deleting and substituting medial sounds. This model is more difficult than the previous models because students must produce the letter sounds on their own.
- Students write the sounds in the target word and change the middle sound to make a new word.
- The ability to delete and substitute phonemes in words is one of the most complex skills in the development of phonological awareness.
- This lesson will require multiple instructional sessions before students develop proficiency, and is more difficult than the instruction for the prior deleting and substituting activities because it requires students to write all the sounds in the target word and the new words.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "middle"
- Know letter-sound correspondences
- Segment and blend at the phoneme level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach substituting and deleting final phonemes include:

- Select words that can be easily changed to a different word by altering the middle phoneme.
- Select words containing three sounds, in which each sound is represented by one letter.
- Use words that include letters and sounds students have learned to sound out and write.
- Use words whose middle sound represents the most common sound of the letter.

Materials and Examples

Materials: Dry erase board, dry erase pens, eraser.

Examples: Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have learned the most common sounds of all consonants and vowels.

Sample instructional sets: Present eight to twelve words for each session.

Set 1: Target word *man*. Substitute with /e/.
Set 2: Target word *pot*. Substitute with /i/, /a/.
Set 3: Target word *fin*. Substitute with /u/.
Set 4: Target word r*ob*. Substitute with /i/, /u/.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students materials they will use.	**"You're going to change the middle sound in a word to make a new word. You'll use the white board and marker to make the words."**
Model explicit examples.	Model how to delete and substitute the middle sound using the white board. As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right. Write the word "man" on the board. When you say the words you're changing (e.g., man/men), emphasize the medial sound so students hear the difference between the words.	**"I'll do the first word. *Man.* The sounds in *man* are /m/ /a/ /n/."** Point to the letters as you say the sounds. **"The middle sound in *man* is /a/."** **"Now I'm going to change *man* to *men.*"** Change the middle letter. **"Now I'll say the sounds then the whole word. /m/ /e/ /n/, men."** Continue, changing *pot* to *pit*.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	**"Now it's your turn. This word is *pit.* What are the sounds in *pit?*"** /p/ /i/ /t/. **"What's the middle sound in *pit*?"** /i/ **"Change *pit* to *pat.*"** Have one student erase and change the letter. **"Now what are the sounds in the word?"** */p/ /a/ /t/.* **"What's the whole word?"** *Pat.* **"Yes, *pat.*"** Repeat with remaining items in each instructional set: fin/fun; rob/rib/rub.
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	• Provide feedback on segmenting. If a student segments the phonemes incorrectly, say the phonemes and the whole word, and have them repeat the phonemes and word. **"*Man.* The first sound is /m/. The next sound is /a/. The next sound is /n/. Say the word."** *Man.* **"What's the first sound?"** */m/.* **"What's the next sound?"** */a/.* **"What's the next sound?"** */n/.* **"What's the whole word?"** *Man.* • Provide feedback on letter sounds. If a student identifies a letter-sound incorrectly, tell them the correct letter sound and have them repeat it. **"The sound is /m/. What sound does this letter make?"** */m/.* • Provide feedback on blending. If a student blends the phonemes in correctly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. **"The whole word is *man.* M---a---n, *man.* Your turn. Say the sounds and the whole word."** */m/ /a/ /n/, man.* **"Yes, *man.*"**
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning.

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with deleting and substituting medial sounds.

Response Opportunities

Deleting and Substituting Sounds

	man			men			pot			pit			pat		
Student	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***
Carol	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X		X	X

Deleting and Substituting Sounds

	fin			fun			rob			rib			rub		
Student	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***	***S***	***D***	***Su***
Carol	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X		X	X

S = Segment
D = Delete
Su = Substitute

References:
Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.* Boston: MIT Press.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.).* Upper Saddle River, NJ: Merrill.

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ALPHABETIC UNDERSTANDING

Strategy Set Outline

I.) Letter Sounds

Lesson 1: Initial Instructional Strategy—*Producing Letter Sounds*
Lesson 2: Review Strategy—*Review a New Letter Sound with Previously Learned Letter Sounds*
Lesson 3: Expansion Strategy—*Matching Letters and Sounds*

II.) Decoding Regular Words

Lesson 1: Initial Instructional Strategy—*Blending CVC Words*
Lesson 2: Review Strategy—*Silently Sounding out Words and Reading Words Orally*
Lesson 3: Expansion Strategy—*Manipulating Sounds in Words*

III.) Spelling Regular Words

Lesson 1: Initial Instructional Strategy—*Tracing and Writing a New Letter-Sound Correspondence*
Lesson 2: Review Strategy—*Spelling Words Using Given Letter Sounds*
Lesson 3: Expansion Strategy—*Segmenting Sounds and Spelling Words*

IV.) Reading Irregular Words

Lesson 1: Initial Instructional Strategy—*Introduction to Irregular Words*
Lesson 2: Review Strategy—*Spelling and Reading Irregular Words*
Lesson 3: Expansion Strategy—*Discriminating Between Irregular and Regular Words in Word Lists*

V.) Sentence Reading with Regular Words and One Irregular Word

Lesson 1: Initial Instructional Strategy—*Reading Regular and Irregular Words in Word Lists*
Lesson 2: Review Strategy—*Reading Sentences with Regular Words*
Lesson 3: Expansion Strategy—*Reading Sentences with Regular Word and Irregular Words*

ALPHABETIC UNDERSTANDING

I. Letter Sounds-Lesson 1:

Initial Instructional Strategy—Producing Letter Sounds

Introduction

In this three-lesson strategy set, the students learn and practice letter-sound correspondences. The first lesson introduces the new letter-sound /sss/. Students practice sounding out the isolated letter and also trace the letter that makes the sound /sss/. The second lesson reviews the newly introduced letter-sound /sss/, and students discriminate the new sound from previously learned letter-sounds. The discrimination task was separated from the initial teaching sequence for students who may have difficulty managing new information. The final lesson integrates a phonological awareness task, identifying initial sounds of words, with identifying the letter that represents that initial sound.

Lesson Objective

Teach the new letter-sound /sss/.

Corresponding TEKS Objectives

K.7.B & 1.7.B: Understand that written words are composed of letters that represent sounds (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- Knowledge of letter-sound correspondence is a foundational skill for alphabetic understanding. Students who have learned a few letter sounds can begin to decode simple consonant-vowel-consonant (CVC) words.

- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers who lack understanding of letter-sound correspondences.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Produce the sound /sss/.

- Identify the following letter names and their corresponding sounds: /aaa/, /mmm/, and /t/ for the review sequence.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for teaching letter sounds use the following criteria:

- Introduce most common sounds for new letters.
- Separate introductory teaching lessons of letters that are similar in shape or sound.
- Introduce letters that are found in many short, decodable words.
- Introduce lower-case letters before upper-case letters if students have difficulty managing multiple pieces of information.
- Distinguish between continuous and stop sounds. Continuous sounds can be prolonged for one to two seconds, while stop sounds are immediate, quick sounds.

Sample sequence example:

(This is only one possible example.)
m, t, s, a, d, r, o, f, i, g, h, l, u, c, b, n, k, v, e, w, j, p, y, x, q, z

Letters that represent continuous sounds are: **a, e, f, i, l, m, n, o, r, s, u, v, w, y, z**

Letters that represent stop sounds are: **b, c, d, g, h, j, k, p, q, t, x**

Materials and Examples

Dry erase board or chalk board.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Point to the letter *s*.	**"Today we are going to learn a new letter-sound. We use this letter's sound to read words."** *Model:* **"The sound for this letter is /sss/. Listen as I say this sound /sss/."**
Provide students opportunities.	Assess group and confirm response.	**"The sound for this letter is /s/." "What is the sound for this letter? "** */sss/* **"Yes, the sound for this letter is** ***/sss/.*"**
Assess students' understanding.	Monitor each individual student's progress on knowledge of letter-sounds.	**"What is the sound for this letter?"**

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Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	*Building Success:* If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Feedback:* **"The sound for this letter is /sss/. What is the sound for this letter?"**
Integration Activity.	Model tracing the letter *s*. Have the students copy the letter *s* from your example five times.	*Model:* **"Watch, I'll write the letter that makes the sound /sss/."** **"Your turn to copy the letter that makes the sound /sss/."**

How To Evaluate Learning

Student performance is evaluated in terms of accuracy in responding to letter sounds. Data can be informally collected during a lesson's group and individual assessment tasks. More formal individual assessment can be completed after every five lessons, testing four to six of the most recent letter sounds. Following is a sample student protocol for assessing the most recently taught letter sounds. When students are highly accurate with letter sounds they may be added to the letter-sound bank for fluency practice. Letter sounds which students are having difficulty learning should be included and reinforced in review practice.

s	t	m	a	s
a	m	s	t	m
s	a	t	m	s
t	m	s	a	t
m	s	a	t	m

ALPHABETIC UNDERSTANDING

I. Letter Sounds-Lesson 2:

Review Strategy—Review a New Letter Sound with Previously Learned Letter Sounds

Lesson Objective

Review the new letter-sound /sss/ with previously learned letter-sounds.

Corresponding TEKS Objectives

K.7.B & 1.7.B: Understand that written words are composed of letters that represent sounds (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- Knowledge of letter-sound correspondence is a foundational skill for alphabetic understanding. Students who have learned a few letter sounds can begin to decode simple CVC words.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers through second grade. It is important to review the newly learned skill along with previously learned skills to promote discrimination and generalization.

Necessary Preskills

For students to be successful, they need to be able to:

- Identfy the letter-sounds: **/aaa/, /mmm/, /t/** and **/sss/.**
- Isolate these sounds in words: **/aaa/, /mmm/, /t/** and **/sss/.**

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for teaching letter sounds use the following criteria:

- The newly learned letter sound is interspersed with previously learned letter sounds to determine students' ability to discriminate the sounds.
- The newly learned letter sound is sampled more often than the previously learned letter sounds.
- Previously taught letter sounds that students are not consistently accurate with are sampled more often than those that students already know.

Materials and Examples

- Dry-erase board or chalk board with previous and newly learned letters.
- Students' worksheets for letter copying activity.

s	t	m	s
m	a	s	s
t	s	a	s
a	s	s	t

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Point to the letter *s*.	**"Today we are going to review all of the letter-sounds that we know."** *Model:* **"The sound for this letter is /sss/."**
Provide students opportunities.	Point to each of the letter sounds on the dry-erase board and assess group accuracy.	**"Let's say the sound for this letter."**
Assess students' understanding.	Point to each of the letters on the dry-erase board and assess each individual's accuracy.	**"What is the sound for this letter?"**
Provide feedback.	*Building Success:* If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Correction Model:* **"The sound of this letter is __________. What is the sound for this letter?"**
Integration activity.	Have students copy each letter (a, m, t, s) from the chalkboard onto a piece of paper.	**"Write the letter that makes the /sss/ sound on your worksheet. Now, write the letter that makes the /t/ sound. Write the letter that makes the /aaa/ sound. Write the letter that makes the /mmm/ sound."**
Review sequence.	Review letter sounds on the dry-erase board. Repeat the group and individual assessment format.	

How To Evaluate Learning

Use the procedure outlined in the initial teaching strategy.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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ALPHABETIC UNDERSTANDING

I. Letter Sounds-Lesson 3:

Expansion Strategy—Matching Letters and Sounds

Lesson Objective

Review and assess a student's ability to produce initial sounds of pictured objects and identify corresponding letter-sound tiles.

Corresponding TEKS Objectives

K.7.B & 1.7.B: Understand that written words are composed of letters that represent sounds (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

K.6.D & 1.6.D: The student is expected to identify and isolate the initial and final sound of a spoken word (K-1).

Rationale and Purpose

- This activity is designed to integrate phonological awareness and beginning alphabetic understanding skills. Phonological awareness is a necessary, but not sufficient, skill for alphabetic understanding. Coordination of these two skills is necessary for blending sounds into words. Integrating these two skills provides an opportunity to review each skill and to display the interactive nature of phonological awareness and alphabetic understanding in developing students' decoding skills.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Identify initial sounds of words.
- Associate initial sounds with corresponding letter tiles (s, m, t, and a).

Instructional Design Criteria

- Select pictured objects with initial sounds that have been taught.
- Include four to six sounds for the activity. Do not include sounds or letters that are very similar in sound or shape.
- Add new letter-sound tiles to the game after they have been taught and reviewed at least twice.

Materials and Examples

- Pictured object cards representing initial sounds that have been taught.

Sock	**Tack**	**Mop**	**Apple**

- Letter tiles representing sounds that have been taught.

s	**t**	**m**	**a**

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Explain the directions for the game.	**"We are going to play a game called Sound Detective. I'll show you how to play. Look at this picture. It is a toad. *Toad* begins with the sound /t/. Now, I'm going to pick the letter tile that makes the sound /t/. The sound of this letter is /t/."**
Assess understanding.	Practice the task as a group until the group is accurate.	**"Let's try one together. This is a picture of a sock. What sound does *sock* begin with? Good, now let's pick the letter tile that makes the sound /sss/. The sound of this letter is /sss/."**
Provide students opportunities.	Give each individual student many opportunities to produce the initial sound and locate the corresponding letter tile.	**"This is a __________. What sound does _________ begin with?" Point to the letter tile that makes the sound /_/. "The sound of this letter is /_/."**
Provide feedback.	Any time a student misses the initial sound or corresponding letter tile, model the correct answer, and give the student another opportunity to respond correctly.	

How To Evaluate Learning

- If students struggle to identify initial sounds, you may want to review the appropriate lessons in the Phonological Awareness section.
- If students struggle to identify correct letter tiles, you can review those letter sounds or re-teach the initial teaching strategy.
- Recycle all letter sounds that have been taught, include four to six sounds for each activity. For an advanced phonological awareness activity, have students identify the final sound of the pictured object. For an advanced letter-sound activity, have students write the letter that represents the initial sound, rather than picking the letter tile.

ALPHABETIC UNDERSTANDING

II. Decoding Regular Words-Lesson 1:

Initial Instructional Strategy—Blending CVC words

Introduction

In this three-lesson set, the students learn a strategy for reading regular CVC words. The first lesson focuses on sounding out words and blending those sounds to read words. The second lesson explicitly demonstrates the transition from sounding out words aloud to sounding out words silently and then putting those sounds together to read words. The final lesson integrates blending sounds to read words and manipulating sounds to create new words to read.

Lesson Objective

Teach students to sound out and blend sounds to read regular CVC words.

Corresponding TEKS Objectives

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

1.7.F: Decode by using all letter-sound correspondences within regularly spelled words (1-3).

1.7.G: Use letter-sound knowledge to read decodable texts (1).

2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

Rationale and Purpose

- As soon as students have learned a few letter sounds they can begin to decode simple CVC words. Decoding skills encompass knowing letter-sound correspondences as well as blending sounds to form words. Systematic and explicit decoding instruction can significantly improve word recognition and spelling for kindergartners and first graders.

- Decoding is taught using with two steps in this strategy set: a) sounding words out and then blending those sounds to read words; and b) "silent sound outs" to read the whole word. This initial lesson focuses on a) sounding words out and then blending those sounds to read words.

- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Identify accurately the following letter-sounds: **/s/, /t/, /a/, /m/, /d/, /r/, /o/, /f/, /l/,** & **/h/.**

- Blend sounds to read words.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Identify accurately the following letter-sounds: **/s/, /t/, /a/, /m/, /d/, /r/, /o/, /f/, /l/,** & **/h/.**
- Blend sounds to read words.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for reading regular CVC words use the following criteria:

- Words included in the lesson should only contain letter sounds that have already been taught and sounds that students can accurately produce in isolation.
- As new letter sounds are taught, increase the range of CVC examples. You can use the same format after teaching consonant blends and digraphs.

Materials and Examples

Dry-erase board or chalkboard with the following words: ***sap, hot, rot, fat, hop, ram, rat,*** and ***rod.***

- All of the initial examples are words that begin with continuous sounds.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Write eight regular CVC words on the dry-erase board. Start with the word map. **sap hot rot fat hop ram rat rod**	**"Today we are going use letter sounds that we know and then put those sounds together to read words."** *Model:* **"I'm going to say the sounds of this word, /sss/ /aaa/ /p/. Now I'm going to put those sounds together to make a word, *sap*."**
Provide students opportunities.	Practice the strategy as a group. Continue this format with the rest of the words: **rot fat hop ram rat rod**	**"Let's try some together."** (point to hot) **"Say the sounds of this word, /hhh/ /ooo/ /t/. Put the sounds together. Now read the word, *hot*."**
Assess students' understanding.	Check each individual student's understanding two to three times. Use the above format.	

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Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	*Building Success:* If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response. Provide feedback at two levels, a) errors in letter-sound production, and b) the student correctly produces each letter sound in isolation but does not read the correct word.	*Letter-Sound Correction Feedback:* **"The sounds of this word are /mmm/ /aaa/ /d/. Listen as I put these sounds together, *mad.*"** *Feedback:* **"The word is __________."**

How To Evaluate Learning

- Are students accurately sounding out isolated letter sounds? If not, you may review the initial letter-sound teaching sequence before moving on to the next lesson.

- Are students accurately blending sounds to read words? If not, review the phonological blending activity in the phonological awareness section. You can also briefly review blending sounds prior to the lesson. ("The sounds are /s/ /a/ /p/, what is the word?")

- Monitor students' progress using word lists every five to six lessons. You can also use lists of nonwords (lub, pak, sem).

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.).* Upper Saddle River, NJ: Merrill.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

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ALPHABETIC UNDERSTANDING

II. Decoding Regular Words-Lesson 2:

Review Strategy—Silently Sounding Out Words and Reading Words Orally

Lesson Objective

Teach students to sound out words and blend those sounds silently to read regular CVC words.

Corresponding TEKS Objectives

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

1.7.F: Decode by using all letter-sound correspondences within regularly spelled words (1-3).

1.7.G: Use letter-sound knowledge to read decodable texts (1).

2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

Rationale and Purpose

- As soon as students have learned a few letter sounds, they can begin to decode simple CVC words. Decoding skills encompass knowing letter-sound correspondences as well as blending sounds to form words. Systematic and explicit decoding instruction has been shown to significantly improve word recognition and spelling for kindergarteners and first graders.
- For students who struggle with decoding, it is important to gradually transition from sounding out words aloud to sounding out words and blending those sounds silently. This lesson is designed to explicitly distinguish this necessary transition.
- This strategy can be used with beginning readers in kindergarten and first grade or older struggling readers.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Recognize and produce the sounds of all the letters in the CVC word list.
- Blend sounds to read words.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for reading CVC words use the following criteria:

- Students should practice sounding out words aloud for at least five to ten lessons before they sound out silently.

Materials and Examples

Dry erase board or chalk board with the following regular CVC words:

mop lad rot lap lot mad rod sap

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Write eight regular CVC words on the dry-erase board. **mop lad rot lap** **lot mad rod sap**	**"Today we are going to sound out words silently without our voices and than read those words."** Model: **"I'm going to say the sounds of this word silently and then put the sounds together to make a word."** (Pause three seconds): ***"mop."***
Provide students opportunities.	Practice the silent sound-out strategy as a group. Continue this format for the following words: **rot lap lot mad rod sap.**	**"Let's try some together. Say the sounds silently."** (Pause three seconds.) **"Put the sounds together. Read the word, *lad.*"**
Assess students' understanding.	Monitor test each individual student's understanding two to three times. Use the above format.	**"(Student 1) say the sounds of this word silently and then put the sounds together to make a word. Good, _____."**
Provide feedback.	*Building Success:* If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Feedback:* **"Say the sounds out loud. Put the sounds together. Read the word."** (If student(s) is still incorrect, model sounding out the word.) *Feedback:* **"The sounds of this word are / mmm/, /aaa /, /d/. Listen as I put these sounds together, *mad.*"**

How To Evaluate Learning

- Are students accurately reading words on the word list? If not, you may review the sounding out the words, sound by sound.
- If students can accurately sound out the words sound by sound, perhaps they need to review blending sounds to read words.
- Are students accurately blending sounds to read words? If not, review the phonological blending activity in the phonological awareness section. You can also briefly review blending sounds prior to the lesson. ("The sounds are /s/ /a/ /p/, what is the word?")
- Monitor students' progress using word lists every five to six lessons. You can also use lists of nonwords (lub, pak, sem).

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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ALPHABETIC UNDERSTANDING

II. Decoding Regular Words-Lesson 3:

Expansion Strategy—Manipulating Sounds in Words

Lesson Objective

To practice silent sound outs to read words, and "swapping sounds" to form new words to read.

Corresponding TEKS Objectives

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

1.7.F: Decode by using all letter-sound correspondences within regularly spelled words (1-3).

1.7.G: Use letter-sound knowledge to read decodable texts (1).

2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

Rationale and Purpose

- As soon as students have learned a few letter sounds, they can begin to decode simple CVC words. Decoding skills encompass knowing letter-sound correspondences as well as blending sounds to form words. Systematic and explicit decoding instruction has been shown to significantly improve word recognition and spelling for kindergarteners and first graders.
- In this activity, students review blending sounds and silently sounding out words. An advanced phonemic awareness task is integrated into the activity by requiring students to manipulate initial sounds to form new words (phonemic substitution).
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Identify a number of letter-sound correspondences.
- Blend sounds to read words.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for reading regular CVC words use the following criteria:

- Words included in the lesson should only contain letter sounds that have already been taught and sounds that students can accurately produce in isolation.
- As new letter sounds are taught, increase the range of CVC examples. You can use the same format after teaching consonant blends and digraphs.
- At first, the Sound Swapping activity should be limited to initial sounds. When students are successful with this task, you may substitute final sounds and then middle sounds.

Materials and Examples

Dry-erase board or chalkboard with the following words: **map sat rat sad mat rod sap ram.**
Letter tiles for the following letters:

s	**t**	**m**	**r**

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Review sequence.	Write eight regular CVC words on the dry-erase board. **map sat rat sad mat rod sap ram**	**"We are going to review silently sounding out words and then reading those words."** *Model:* **"I'm going to say the sounds of this word silently and then put the sounds together to make a word."** (Pause three seconds.) **"The word is *map*."**
Provide students opportunities.	Practice the silent sound-out strategy as a group. Continue this format for the following words: **rat sad mat rod sap ram.**	**"Let's try some together. Say the sounds silently. Put the sounds together. Read the word, *sat*."**
Model explicit examples.	Spell the word *tap* with letter tiles. Switch the *t* tile with the *m* tile.	**"Today we are going to play the game Sound Swappers. In this game, we are going to read words and then swap the initial sound to make a new word to read."** *Model:* **"I'm going to spell the word *tap* with these letter tiles. The sounds in *tap* are /t/ /aaa/ /p/. I can put those sounds together and read the word, *tap*. Everyone, sound it out silently. Put the sounds together and read the word. I can swap /t/ with /mmm/. Now we have a new word. Say the sounds silently. Now put the sounds together and read the new word, *map*."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide students opportunities.	Spell the word *sad* with the letter tiles. Continue with six to eight more examples of regular CVC words. Only switch one letter sound at a time.	**"Let's try some together. I'll spell the word *sad* with the letter tiles. Say the sounds silently. Now put the sounds together and read the word, *sad*. I'm going to swap the sound /sss/ with /t/. Now we have a new word. Say the sounds silently. Now put the sounds together and read the new word, *tad*."**
Assess students' understanding.	Monitor each individual student's understanding two to three times. For the individual assessment component, switch the initial sound and have the student silently sound out and read the new word. Transition to a new student and repeat the same format.	**"I'm going to spell the word *sap* with these letter tiles. (Student 1), I want you to swap the /sss/ with a /mmm/. Now we have a new word. Say the sounds silently. Now put the sounds together and read the new word. That's right, the new word is *map*. (Student 2), now the word is *map*. I want you to swap the /mmm/ with a /rrr/. Now we have a new word. Say the sounds silently. Now put the sounds together and read the new word. That's right, the new word is *rap*."**
Provide feedback.	*Building Success:* If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Feedback:* **"The sounds of this word are / rrr/, / aaa/, /p/. Listen as I put those sounds together, *rap*."**

How To Evaluate Learning

- Are students accurately producing the sounds of isolated letters? If not, you may review the initial letter-sound teaching sequence before moving on to the next lesson.
- Are students accurately blending sounds to read words? If not, review the phonological blending activity in the phonological awareness section. You can also briefly review blending sounds prior to the lesson. ("The sounds are /s/ /a/ /p/, what is the word?")
- Monitor students' progress using word lists every five to six lessons. You can also use lists of nonwords (lub, pak, sem).

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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ALPHABETIC UNDERSTANDING

III. Spelling Regular Words-Lesson 1:

Initial Instructional Strategy—Tracing and Writing a New Letter-Sound Correspondence

Introduction

In this three-lesson strategy set, students learn a procedure for spelling regular CVC words. The first lesson includes a letter tracing and writing activity for the new letter r and reviews tracing and writing previously learned letters. In the second lesson, the teacher segments the sounds of words, and students spell those sounds to write words. In the final lesson, students segment the sounds of words on their own and spell those sounds to write words. In lesson three, there is also an optional partner spelling activity.

Lesson Objective

Students will learn to trace and write the new letter r and will review tracing and writing previously learned letters.

Corresponding TEKS Objectives

K.14.C & 1.17.C: Use phonological knowledge to map sounds to letters to write messages (K-1).

1.20.A & 2.16.B: Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3).

Rationale and Purpose

- Knowledge of sound-letter correspondence is a foundational skill for developing spelling proficiency. Students who have learned a few letter-sound correspondences can begin to spell simple CVC words. Students can use phonological knowledge to aid them in mapping sounds to letters to spell words.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Identify the letter sound /rrr/.
- Identify letter names and their corresponding sounds: **/aaa/, /mmm/, /t/, /sss/, /ooo/, /rrr/** and **/d/** for the review sequence.
- Write the letters of the alphabet.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for spelling regular CVC words use the following criteria:

- Introduce the most common sounds (predictable consonants and short vowels) for new letters.
- Systematically integrate phonological knowledge with spelling activities.
- Introduce letters that are found in many short, decodable words.

Materials and Examples

- Dry-erase board.
- Student Spelling Worksheet #1.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Model tracing the new letter *r*.	**"Today we are going to trace and write letters for sounds that we know."** *Model:* **"I'm going to trace the letter that makes the sound /rrr/. Say the sound as I trace the letter."**
Provide students opportunities.	Have students trace the letter *r* on their worksheet.	**"Now I want you to trace the letter that makes the sound /rrr/ on your worksheet. Let's say the sound as we trace the letter. Trace the next two letters on your worksheet."**
Model explicit examples.	Model writing the new letter *r*.	**"Now, watch as I write the letter that makes the sound /rrr/."**
Provide students opportunities.	Have students write the letter *r* on their worksheet. Have the students write the letter *r* two more times on the worksheet.	**"Now I want you to write the letter that makes the sound /rrr/ on your worksheet. Let's say the sound as we write the letter. Write the letter two more times on your worksheet."**
Provide feedback.	*Building Success:* If any student writes an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Feedback:* **"Watch as I write the letter that makes the sound /rrr/. Say the sound as I write it. Now you write the letter that makes the sound /_/."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Review sequence.	Have the students first trace and then write the letter two times on their worksheets for four to six of the most recently taught letters.	**"Trace the letter that makes the sound /t/. Now write the letter that makes the sound /t/ two times."** **"Trace the letter that makes the sound /aaa/. Now write the letter that makes the sound /aaa/ two times."** **"Let's trace the new letter that makes the sound /rrr/. Now write the letter that makes the sound /rrr/."** **"Trace the letter that makes the sound /mmm/. Now write the letter that make the sound /mmm/."**

How To Evaluate Learning

- Are students accurately writing the letter *r*? If not, you may review the initial teaching sequence before moving on to the next lesson.
- Are students accurately writing previously learned letters? If not, then you may review the initial teaching sequence for that letter.
- A letter dictation task without the tracing prompt will be appropriate after several lessons (i.e., "Write the letter that makes the sound /sss/ or write the letter *s*").

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.).* Upper Saddle River, NJ: Merrill.

Moats, L. C. (1995). Spelling: Development, disabilities, and instruction. Baltimore: York Press.

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Student Worksheet: Spelling Activity #1

r r r	_ _ _	t _ _
a _ _	r _ _	m _ _

ALPHABETIC UNDERSTANDING

III. Spelling Regular Words-Lesson 2:

Review Strategy—Spelling Words Using Given Letter Sounds

Lesson Objective

Students will learn a strategy for spelling regular CVC words by segmenting words into their corresponding sounds and spelling those sounds to write words.

Corresponding TEKS Objectives

K.14.C & 1.17.C: Use phonological knowledge to map sounds to letters to write messages (K-1).

1.20.A & 2.16.B: Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3).

Rationale and Purpose

- Knowledge of sound-letter correspondence is a foundational skill for developing spelling proficiency. Students who have learned a few letter-sound correspondences can begin to spell simple CVC words. Students can use phonological knowledge to aid them in mapping sounds to letters to spell words.

- This lesson provides a teacher scaffold: the teacher segments the words into sounds for the students and the students write the corresponding letters. The following lesson will not provide the teacher scaffold and students will segment the sounds of a word and write the corresponding letters on their own.

- This strategy can be used with beginning readers in kindergarten and first grade or older struggling readers.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Understand that words are made up of sounds and that those sounds can be written.

- Write the letters of the alphabet..

- Segment words into their corresponding sounds.

- Identify the following letter names and their corresponding sounds: **/aaa/, /mmm/, /t/, /sss/, /ooo/, /rrr/** and **/d/**.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for spelling regular CVC words, use the following criteria:

- Same features from Strategy Sets 1 and 2.

- Only change one feature of words when sequencing instructional examples for students to spell (i.e., mop, map, rap, sap, tap, top).

Materials and Examples

- Dry-erase board or chalk board.
- Students' spelling worksheets #2.
- Spelling examples: **rat, rod, sat, rot, sad, ram**

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Model the new spelling strategy by: a) segmenting the target word into sounds; and b) writing the corresponding letters. Follow the students' worksheet examples throughout the lesson.	**"Today we are going to spell some words. First we will say the sounds of the words, then we will write those sounds."** *Model:* **"I'll go first. The sounds in *rat* are /rrr/ /aaa/ /t/. I'll write the first sound in *rat*, /rrr/. Trace the letter *r* on your worksheet. Next, I'll write the next sound in *rat*, /aaa/. Trace the letter *a* on your worksheet. I'll write the last sound in *rat,* /t/. Trace the letter *t* on your worksheet. What word did we spell? Yes, *rat*."**
Provide students opportunities.	Check student work for accuracy and provide feedback when necessary. Check student work for accuracy and provide feedback when necessary.	**"Let's do one together. Tell me the sounds in *rod*. Let's write the first sound in *rod*, /rrr/. Let's write the next sound in *rod*, /ooo/. Let's write the last sound in *rod*, /d/. What word did we spell? Yes, *rod*."**
Assess students' understanding.	Continue this format for the remaining words: **rot, sad, ram.**	**"Tell me the sounds in *sat*. Let's write the first sound in *sat*, /sss/. Let's write the next sound in *sat*, /aaa/. Let's write the last sound in *sat*, /t/. What word did we spell? Yes, *sat*."**
Provide feedback.	*Building Success:* If any student writes an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Feedback:* **"The sounds in ________ are /_/, /_/, and /_/. Watch as I write the first sound /_/. Watch as I write the next sound /_/. Watch as I write the last sound /_/. I spelled the word ________."**

How To Evaluate Learning

- Are students accurately writing the letter sounds? If not, you may review the appropriate initial teaching sequence before moving on to the next lesson.
- Can students accurately segment words into their corresponding sounds? If students have not mastered this skill, review the segmenting lesson in the PA section.
- Every five lessons, check the students' abilities to spell words containing letters for four to six of the most recently taught letter sounds.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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Student Worksheet: Spelling Activity #2

rat ___ ___ ___	___ ___ ___	___ ___ ___
___ ___ ___	___ ___ ___	___ ___ ___

ALPHABETIC UNDERSTANDING

III. Spelling Regular Words-Lesson 3:

Expansion Strategy—Segmenting Sounds And Spelling Words

Lesson Objective

Students will practice the new spelling strategy for regular CVC words by segmenting words into their corresponding sounds and spelling those sounds to write words.

Corresponding TEKS Objectives

K.14.C & 1.17.C: Use phonological knowledge to map sounds to letters to write messages (K-1).

1.20.A & 2.16.B: Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3).

Rationale and Purpose

- Knowledge of sound-letter correspondence is a foundational skill for developing spelling proficiency. Students who have learned a few letter-sound correspondences can begin to spell simple, CVC words. Students can use phonological knowledge to aid them in mapping sounds to letters to spell words.
- In this lesson, the teacher scaffold has been reduced. Students segment the words into sounds on their own and then spell those sounds to write words. There is also an optional partner activity. In this activity, one student reads two to three words for the other partner to spell. This activity gives more opportunities for students to spell words, as well as practice in reading regular CVC words.
- This strategy can be used with beginning readers in kindergarten and first grade or older struggling readers.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Understand that words are made up of sounds and that those sounds can be written.
- Write the letters of the alphabet.
- Segment words into their corresponding sounds.
- Identify the following letter names and their corresponding sounds: **/aaa/, /mmm/, /t/, /sss/, /ooo/, /rrr/** and **/d/.**

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for spelling regular CVC words use the following criteria:

- Same features from Strategy Sets 1 and 2.
- Only change one feature of words when sequencing instructional examples for students to spell.

Materials and Examples

- Dry-erase board or chalk board.
- Students' spelling worksheets #3.
- Spelling examples: mop, map, rap, sap, tap, top.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Model the new spelling strategy by a) segmenting the target word into sounds; and b) writing the corresponding letters. Follow the students' worksheet examples throughout the lesson.	**"Today we are going to spell some words. First you will say the sounds of the words, then you will write those sounds."** *Model:* **"Let's do one together. The sounds in *mop* are /mmm/ /ooo/ /p/. Let's write the first sound in *mop*, /mmm/. Let's write the next sound in *mop*, /ooo/. Let's write the last sound in *mop*, /p/. What word did we spell? Yes, *mop*."**
Provide students opportunities.	Do not provide the sounds during this format, only prompt student to write the letter for each sound.	**"For the rest of the words, I'm not going to say the sounds of the words. You will sound them out and spell them on your own. The first word is *map*. Write the letter for the first sound in *map*. Write the letter for the next sound in *map*. Write the letter for the last sound in *map*. What word did you spell? Yes, *map*."**
Assess students' understanding.	Check students' work for accuracy and provide feedback when necessary. Continue this format for the remaining words: **sap, tap, top.**	**"The next word is *rap*. Write the letter for the first sound in *rap*. Write the letter for the next sound in *rap*. Write the letter for the last sound in *rap*. What word did you spell? Yes, *rap*."**
Optional activity to provide more spelling opportunities.	Have students partner up and provide one partner a list of two to three regular CVC words. Have students ask their partners to spell each word. Give each student a turn being the speller and reader. During this activity, monitor students' performance, modeling corrective feedback.	**"The word is ____. Write the letter for the first sound in ____. Write the letter for the next sound in ____. Write the letter for the last sound in ____. What word did you spell?"**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	*Building Success:* If any student writes an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Feedback:* **"The sounds in ________ are /_/, /_/, and /_/. Watch as I write the first sound /_/. Watch as I write the next sound /_/. Watch as I write the last sound /_/. What word did I spell? Yes, ______."**

How To Evaluate Learning

- Are students accurately spelling words? If not, you may review any sound that students struggle with, using the initial teaching sequence before moving on to the next lesson.
- Can students accurately segment words into their corresponding sounds? If students are having difficulties with this skill, review the segmenting lesson in the PA section.
- Every five lessons, check the students' ability to spell words containing the most recently taught letter sounds.
- You can also provide fewer teacher prompts by using this format, "Everyone, spell ______. Remember to sound it out first."
- For more advanced students, you may include an activity that integrates phonemic deletion and spelling. For example, "Spell *rat* without /r/."

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

Moats, L. C. (1995). *Spelling: Development, disabilities, and instruction*. Baltimore: York Press.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

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Simmons, D. C., & Kame'enui, E. J. (1999). *Project optimize intervention program*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

Texas Education Agency. (1998). *Texas essential knowledge and skills (TEKS)*. Retrieved October 23, 2001, from Texas Education Web site: http://www.tea.state.tx.us/teks/

Student Worksheet: Spelling Activity #3

___ ___ ___	___ ___ ___	___ ___ ___
___ ___ ___	___ ___ ___	___ ___ ___

ALPHABETIC UNDERSTANDING

IV. Reading Irregular Words-Lesson 1:

Initial Instructional Strategy—Introduction To Irregular Words

Introduction

In this 3-lesson set, a strategy for reading irregular, high-frequency words is introduced. The first lesson introduces three irregular words and provides a strategy for spelling the words and then reading the whole word. The second lesson reviews the recently taught irregular words and students practice the new irregular word reading strategy, without the teacher model. In the final lesson students discriminate between regular and irregular words on a word list employing the appropriate word reading strategy.

Lesson Objective

Teach students a strategy to read irregular, high-frequency words.

Corresponding TEKS Objectives:

1.8.E & 2.5.C: Recognize high-frequency irregular words such as said, was, where, and is (1-2).

Rationale and Purpose

- Sight words are high-frequency, often irregular, words that do not follow alphabetic rules or common spelling-sound correspondences. These words are usually taught as whole units. The purpose of this spelling strategy is to facilitate students' automatic recognition of spelling and letter patterns. Strategies for reading such high-frequency words as *is, said, he/she,* and *was* are taught in beginning reading instruction concurrently with strategies for sounding out regular words.

- Introduction to sight words begins in the middle of kindergarten and should increase in emphasis and priority in first and second grades.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Attend to the spellings of words.

- Identify the following letter names: **s, a, i, d, t, h, e.**

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for reading irregular words use the following criteria:

- Only irregular words are used during the initial lesson.

- Three to five irregular words are introduced each week.

Materials and Examples

Dry-erase board or chalkboard with the words: ***is, said,*** and ***the***.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Write the three irregular words *is, said,* and *the* on the dry-erase board. Model spelling and reading each word.	**"Today we are going to learn how to read some irregular words. Irregular words are tricky words that we cannot sound out, so we must spell them first and then read them."** **"I'll go first. The word is *is*. Watch me spell it, *i s*, Now I'll read the word, *is*. What word? Let's spell it together, *i s*. Now let's read it, *is*."** **"The next word is *said*. Watch me spell it, *s a i d*. Now I'll read the word, *said*. Let's spell it together, *s a i d*. Now let's read it, *said*."** **"The next word is *the*. Watch me spell it, *t h e*. Now I'll read the word, *the*. Let's spell it together, *t h e*. Now let's read it, *the*."**
Provide students opportunities.	Practice the spelling and reading strategy two to three times for each word. Use this format for each word.	**"Let's try some together. Let's spell this word (point to *said*). Now let's read the word."**
Assess students' understanding.	Check each individual student's understanding for all of the irregular words. Confirm correct responses and provide corrective feedback when necessary.	**"(Student 1) spell this word. Now read the word. That's right, the word is ________."** **"(Student 2) spell this word. Now read the word. That's right, the word is _______."** (Continue this format for all students.)
Provide feedback.	*Building Success:* If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Feedback:* **"Let's spell this word together. Now let's read the word."**

How To Evaluate Learning

- Are students accurately reading irregular words? Keep a word bank of irregular words students have been taught, and periodically assess students' word recognition accuracy.
- Are students fluently reading irregular words? Keep a word bank of irregular words students have been taught, and periodically assess students' word recognition fluency.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

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ALPHABETIC UNDERSTANDING

IV. Reading Irregular Words-Lesson 2:

Review Strategy—Spelling And Reading Irregular Words

Lesson Objective

Students will practice the new strategy for reading irregular, high-frequency words and will copy the irregular words onto a student worksheet.

Corresponding TEKS Objectives:

1.8.E & 2.5.C: Recognize high-frequency irregular words such as said, was, where, and is (1-2).

Rationale and Purpose

- Sight words are high-frequency, often irregular, words that do not follow alphabetic rules or common spelling-sound correspondences. These words are usually taught as whole units. The purpose of this spelling strategy is to facilitate students' automatic recognition of spelling and letter patterns. Strategies for reading such high-frequency words as *is, said, he/she*, and *was* are taught in beginning reading instruction concurrently with strategies for sounding out regular words.
- In this lesson, there is less teacher modeling and support to allow the students to independently practice the new strategy for reading irregular words. Students will also copy the irregular words onto a worksheet to increase their memory of letter patterns.
- Introduction to sight words begins in the middle of kindergarten and should increase in emphasis and priority in first and second grades.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Attend to the spellings of words.
- Identify the following letter names: **s, a, i, d, t, h, e.**
- Write the letters of the alphabet.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for reading irregular words use the following criteria:

- Three to five irregular words are introduced each week.

Materials and Examples

Dry-erase board or chalkboard with the words: ***is, said,*** and ***the.***
Students' worksheets.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Write the three irregular words *is, said* and *the* on the dry-erase board. Practice spelling and reading the word said with the group and then let the group practice the strategy without the teacher model.	**"Today we are going to practice our new strategy for reading irregular words. Remember, irregular words are tricky words that we cannot sound out, so we must spell them and then read them."** **"Let's do one together and then you are going to do the rest on your own."** **"The word is *said*. Let's spell it: *s a i d*. Let's read the word, *said*."**
Provide students opportunities.	Have the group practice the spelling and reading strategy two to three times for each word. Use this format for each word.	**"Spell this word."** (point to *is*) **"Now read the word."**
Assess students' understanding.	Monitor each individual student's understanding of all of the irregular words. Provide corrective feedback when necessary.	**"(Student 1) spell this word. Now read the word."** **"(Student 2) spell this word. Now read the word."** (Continue this format for all students.)
Writing integration activity.	Hand out students' worksheets. Have students copy the irregular words from the board onto their worksheet.	(Point to the word *the*.) **"Copy this word on your worksheet."** **"Touch under each letter and spell the word out loud, *t h e*. Now read the word."**
Provide feedback.	*Building Success:* If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Feedback:* **"Let's spell this word together. Now let's read the word."**

How To Evaluate Learning

- Are students accurately reading irregular words? Keep a word bank of irregular words students have been taught, and periodically assess students' word recognition accuracy.
- Are students fluently reading irregular words? Keep a word bank of irregular words students have been taught, and periodically assess students' word recognition fluency.
- Typically at the end of first grade, students should be able to rapidly recognize 100-150 sight words.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

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ALPHABETIC UNDERSTANDING

IV. Reading Irregular Words-Lesson 3:

Expansion Strategy—Discriminating Between Irregular and Regular Words in Word Lists

Lesson Objective

Give students practice in discriminating between regular and irregular words and apply the appropriate reading strategy for each word type.

Corresponding TEKS Objectives

1.8 & 2.5: Recognize high-frequency irregular words such as said, was, where, and is (1-2).

Rationale and Purpose

- Sight words are high-frequency, often irregular, words that do not follow alphabetic rules or common spelling-sound correspondences. These words are usually taught as whole units. The purpose of this spelling strategy is to facilitate students' automatic recognition of spelling and letter patterns. Strategies for reading such high-frequency words as *is, said, he/she*, and *was* are taught in beginning reading instruction concurrently with strategies for sounding out regular words.

- Students must be able to discriminate between regular and irregular words and apply the correct reading strategy for each word type. This lesson provides students with the necessary practice for discriminating between the two word types and applying the appropriate word reading strategy.

- Introduction to sight words begins in the middle of kindergarten and should increase in emphasis and priority in first and second grades.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Identify a number of letter-sound correspondences.

- Blend sounds to form words.

- Attend to the spellings of words.

- Discriminate between regular and irregular words.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for reading regular CVC words use the following criteria:

- Words included in the lesson contain letter sounds that have already been taught and sounds that students can accurately sound out in isolation.
- As new letter sounds are taught, increase the range examples used in the instructional word lists. You can use the same format after teaching consonant blends and digraphs.
- Three to five irregular words are introduced each week.

Materials and Examples

Dry-erase board or chalkboard with the following words: ***said, bat, is, red, can,*** and ***the.***

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Write three regular CVC words: *bat, red, can* and three irregular words: *said, is,* and *the* on the dry erase board in this order: *said, bat, is, red, can, the.* Review the strategy for each word type.	**"Today we are going to read both regular and irregular words. We know a strategy for each word type."** **"Look at the first word. Can we sound out this word? No, we cannot. We'll have to spell it. Let's spell it together: *s a i d*. Now let's read the word, *said*."** **"Look at the next word. Can we sound out this word? Yes, we can. Sound this word out silently. Put the sounds together and read the word, *bat*."** **"Remember, we can sound out regular words, but we need to spell the irregular words."**
Provide students opportunities.	Point to the word *is*. Practice the irregular word reading strategy.	**"Let's try some together. Look at this word. Can we sound out this word? No we cannot. We'll have to spell it. Let's spell it: *i s*. Let's read the word, *is*."**
Model explicit examples.	Point to the word *red*. Practice the regular word reading strategy.	**"Look at this word. Can we sound it out? Yes we can. Sound it out silently. Put the sounds together and read the word, *red*."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Assess students' understanding.	Monitor each individual student two to three times. Give each student opportunities with both regular and irregular words.	**"Look at this word. Can you sound it out?"** ***(If)*** **"Yes, you can. Sound it out silently. Put the sounds together and read the word."** ***(If)*** **"No, you cannot. You'll have to spell it. Now read the word."**
Provide feedback	*Building Success:* If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Feedback (for regular words):* **"The sounds of this word are /rrr/, /aaa/, /mmm /. Listen as I put those sounds together to read the word, *ram*."** *Feedback (for irregular words):* **"Remember, we have to spell this word. Let's spell it, *t h e*. Now, read the word, *the*."**

How To Evaluate Learning

- Are students accurately sounding out isolated letter sounds? If not, you may review the initial letter-sound teaching sequence before moving on to the next lesson.
- Are students accurately blending sounds to read words? If not, review the phonological blending activity in the phonological awareness section. You can also briefly review blending sounds prior to the lesson. ("The sounds are /s/ /a/ /p/, what is the word?")
- Monitor students' progress using regular and irregular word lists every five to six lessons.
- Keep a word bank of irregular words students have mastered and assess students' fluency with irregular words.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

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ALPHABETIC UNDERSTANDING

V. Sentence Reading with Regular Words and One Irregular Word-Lesson 1:

Initial Instructional Strategy—Reading Regular and Irregular Words in Lists

Introduction

In this 3-lesson set, a strategy for reading words in sentences is introduced. The first lesson is a sentence reading \preparation activity. Students practice reading regular and irregular words in word lists once for accuracy and once for fluency. The second lesson introduces a strategy for sentence reading that includes: a) a sentence reading model by the teacher, b) a sentence reading preview by the students, c) sentence reading practice, and d) comprehension questions. The final lesson gives students an opportunity to practice the sentence reading strategy with two to three sentences.

Lesson Objective

Students will practice reading words in lists that will appear in the next sentence reading activity.

Corresponding TEKS Objectives
K.7, 1.7 & 2.5

K.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K.1).

1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.7.F: Decode by using all letter-sound correspondences within regularly spelled words (1-3).

1.7.G: Use letter sound knowledge to read decodable texts (1).

Rationale and Purpose

- Students are taught strategies to read regular and irregular words in isolation so they can quickly access connected text. As soon as students are able to accurately sound out words in isolation, they practice their decoding strategies with connected text. However, for some students, we must teach them that the strategies we use to decode isolated words are the same strategies that we use to decode words in connected text.
- In this lesson, students will practice reading the words in lists prior to reading the same words in sentences.
- This strategy set can be used with beginning readers in the middle of kindergarten and first grade or struggling readers.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Identify a number of letter-sound correspondences.
- Blend sounds to form words.
- Read these irregular words: *the, is, a,* and *has.*
- Use strategy for spelling and reading irregular words.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for reading sentences use the following criteria:

- Words in the lesson should only contain letter sounds and letter combinations that have already been taught and that students can accurately sound out in isolation.
- As new common spelling patterns are taught, increase the range of word examples used in the sentences to be read.
- Irregular words included in the lesson have already been taught and students should be able to read these words accurately in isolation. As new irregular words are taught, increase the irregular word examples used in the sentences.

Materials and Examples

Dry-erase board or chalkboard with the following words: ***the, cat, Pat, has, red, is,*** and ***a.***

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Write the following words on the dry- erase board: *the, cat, Pat, has, red, is, a*.	**"Today we are going learn some new words and review some irregular words. We are going to practice reading these words to prepare for reading sentences."**
Provide students opportunities to read the words accurately.	Practice spelling strategy for irregular words: *the is has a* and sounding out strategies for the recently taught words types: *Pat red cat*. The goal is to read the words accurately.	*Irregular words:* **"Let's spell it. Let's read the word."** *Regular words:* **"Sound it out silently. Put the sounds together and read the word."**
Assess students' understanding.	Monitor each individual student two to three times for accuracy. Prompt students to utilize the appropriate word reading strategy.	
Model fluent reading.	Provide a model of reading the word list fluently.	**"When we read words in stories, we must read the words quickly. Listen as I read the words quickly."**

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Instructional Feature	What To Do	Explicit Instruction
Provide students opportunities to read the words fluently.	Practice reading the word list fluently. If students read a word incorrectly, stop and model the appropriate word reading strategy. Read the word list as a group two to three times. Try to increase word reading speed each time.	**"Let's read each word quickly."**
Assess students' understanding.	Have each student read the word list fluently. Prompt students to read the words quickly. Randomly change the order of words on the list for each student.	**"Now I want to hear (student 1) read all of the words quickly."**
Provide feedback.	*Building Success:* If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Regular Word Feedback:* **"The sounds of this word are /_/, /_/, /_/. The word is____."** *Irregular Word Feedback:* **"Let's spell it. Let's read the word."**

How To Evaluate Learning

- Are students accurately reading regular and irregular words in sentences? If not, you may review the appropriate word reading strategy.
- Are students accurately blending sounds to form words? If not, review the phonological blending activity in the phonological awareness section. You can also briefly review blending sounds prior to the lesson.
- Monitor students' accuracy and fluency using lists of regular and irregular words every five to six lessons.
- Assess students' accuracy and fluency reading sentences every five to six lessons.

References:

Carnine, D. W., Silbert, J., & Kame’enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

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ALPHABETIC UNDERSTANDING

V. Sentence Reading with Regular Words and One Irregular Word-Lesson 2:

Review Strategy—Reading Sentences with Regular Words

Lesson Objective

Students will practice reading a sentence accurately and fluently and will answer comprehension questions.

Corresponding TEKS Objectives
K.7, 1.7 & 2.5

K.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K.1).

1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.7.F: Decode by using all letter-sound correspondences within regularly spelled words (1-3).

1.7.G: Use letter sound knowledge to read decodable texts (1).

Rationale and Purpose

- Students are taught strategies to read regular and irregular words in isolation so they can quickly access connected text.
- As soon as students are able to accurately sound out words in isolation, they practice their decoding strategies with connected text. However, some students must be taught that the strategies we use to decode isolated words are the same strategies that we use to decode words in connected text.
- This strategy set can be used with beginning readers in the middle of kindergarten and first grade or struggling readers. Children are taught strategies to read regular and irregular words in isolation so that they can access connected text.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Identify a number of letter-sound correspondences.
- Blend sounds to form words.
- Use strategies for reading regular and irregular words.
- Read the irregular words *has* and *a*.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for reading regular and irregular words in sentences use the following criteria:

- Words in the lesson should only contain letter sounds that have already been taught and that students can accurately sound out in isolation.
- As new common spelling patterns are taught, increase the range of word examples used in the instructional sentence lists.
- Irregular words included in the lesson have already been taught and students should be able to read these words accurately in isolation. As new irregular words are taught, increase the irregular word examples used in the sentences.

Materials and Examples

Dry-erase board or chalk board with the following sentence:
Pat has a cat.

Students' worksheets with the sentence printed on it.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	On the dry-erase board, write the sentence *Pat has a cat*. Read the sentence and have students follow along with their fingers.	**"Today we are going to read words in sentences. Sentences are made up of words that tell us about people, places and things."** *Model:* **"Follow along as I read the whole sentence, *Pat has a cat*."**
Preview sentence.	Have students preview the sentence silently and identify any words they do not know. Provide the correct word for students.	**"I want you to read the sentence silently and raise your hand if you come to a word you don't know."**
Practice silent reading.	Have students practice reading the sentence silently again and have them give a thumbs-up when they are ready to read the sentence out loud.	**"Let's practice reading the sentence silently one more time. Show me thumbs-up when you are ready to read the sentence."**
Provide students opportunities.	Practice reading the sentence for accuracy. Give students one to two seconds to sound out each word in their head. Provide corrective feedback.	**"Let's read this sentence together: *Pat has a cat*."**

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Instructional Feature	What To Do	Explicit Instruction
Model example.	Model reading the sentence fluently.	**"Listen as I read the sentence quickly: *Pat has a cat*."**
Provide students opportunities.	Practice reading the sentence fluently as a group two to three times.	**"Let's read the sentence quickly together: *Pat has a cat*."**
Assess students' fluency.	Give individual students an opportunity to read the sentence fluently.	
Assess students' comprehension.	Ask the students questions about the main ideas of the sentence.	**"Show me thumbs-up when you can tell me what kind of pet Pat has. What kind of pet does Pat have? That's right, *a cat*. Who has a cat? Yes, Pat has a cat."**
Provide feedback.	*Building Success:* If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Feedback:* **"The word is ______."**

How To Evaluate Learning

- Are students accurately blending sounds to read words? If not, review the phonological blending activity in the phonological awareness section. You can also briefly review blending sounds prior to the lesson.
- Monitor students' accuracy in reading sentences every five to six lessons.
- When students can accurately read the lists of sentences, assess their fluency reading sentences.

References:

Carnine, D. W., Silbert, J., & Kame’enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

Simmons, D. C., & Kame'enui, E. J. (1999). *Project optimize intervention program*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

Texas Education Agency. (1998). *Texas essential knowledge and skills (TEKS)*. Retrieved October 23, 2001, from Texas Education Web site: http://www.tea.state.tx.us/teks/

Student Sentence

Pat has a cat.

ALPHABETIC UNDERSTANDING

V. Sentence Reading with Regular Words and One Irregular Word-Lesson 3:

Expansion Strategy—Reading Sentences with Regular Word and Irregular Words

Lesson Objective

Students will practice reading sentences accurately and fluently and will answer comprehension questions.

Corresponding TEKS Objectives
K.7, 1.7 & 2.5

K.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K.1).

1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.7.F: Decode by using all letter-sound correspondences within regularly spelled words (1-3).

1.7.G: Use letter sound knowledge to read decodable texts (1).

Rationale and Purpose

- Students are taught strategies to read regular and irregular words in isolation so they can quickly access connected text. As soon as students are able to accurately sound out words in isolation, they practice their decoding strategies with connected text. However, some students must be taught that the strategies we use to decode isolated words are the same strategies that we use to decode words in connected text.
- In this lesson, we increase the number of sentences given to students to practice their sentence reading strategy.
- This strategy set can be used with beginning readers in the middle of kindergarten and first grade or struggling readers.

Necessary Pre-skills

For students to be successful, they need to be able to:

- Identify a number of letter-sound correspondences.
- Blend sounds to form words.
- Read these irregular words: ***the, is, a,*** and ***has***.
- Use strategy for spelling and reading irregular words.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction for reading regular and irregular words in sentences use the following criteria:

- Words included in the lesson should only contain letter sounds and letter combinations that have already been taught and that students can accurately sound out in isolation.
- As new common spelling patterns are taught, increase the range of word examples used in the instructional sentence lists.
- Irregular words included in the lesson have already been taught and students should be able to read these words accurately in isolation. As new irregular words are taught, increase the irregular word examples used in the sentences.

Materials and Examples

Dry-erase board or chalkboard with the following sentences:
Pat has a cat.
The cat is red.

Students' worksheets with the sentences printed on it.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples	On the dry-erase board, write the sentences: *Pat has a cat.* *The cat is red.*	**"Today we are going to read more sentences. Remember, sentences are made up of words that tell us about people, places, and things."** *Model:* **"Follow along as I read each sentence out loud: *Pat has a cat. The cat is red.*"**
Preview sentences.	Read the sentence and have students follow along with their fingers. Have students preview the sentences silently and identify any words they do not know. Provide the correct word for students.	**"I want you to read the sentences silently and raise your hand if you come to a word you don't know."**
Practice silent reading.	Have students practice reading the sentences silently again. Have them give a thumbs-up when they are ready to read the sentences out loud	**"Let's practice reading the sentences silently one more time. Thumbs up when you are ready to read the sentence as a group."**
Provide students opportunities.	Practice reading the sentences for accuracy. Give students one to two seconds to sound out each word in their head. Provide corrective feedback.	**"Let's read the sentences together: *Pat has a cat. The cat is red.*"**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model fluent reading example.	Model reading the sentence fluently.	**"Listen as I read the sentences quickly: *Pat has a cat. The cat is red.*"**
Provide students opportunities.	Practice reading the sentence fluently as a group.	**"Let's read the sentences quickly together: *Pat has a cat. The cat is red.*"**
Assess students' fluency.	Give individual students an opportunity to read the sentence fluently.	
Assess students' comprehension.	Ask the students questions about the main ideas of the sentence.	**"Show me thumbs-up when you can tell me what kind of pet Pat has. What kind of pet does Pat have? That's right, *a cat*. Thumbs up when you can tell me what color Pat's pet is. What color is Pat's pet? That's right, *his pet cat is red*."**
Add an additional example.	You can add an additional sentence. *Pat has a cat. The cat is red. The red cat can run*. Utilize the same four-step sequence, a) sentence reading model by the teacher, b) sentence reading preview by the students, c) sentence reading practice: once for accuracy and once for fluency and, d) check for comprehension.	
Provide feedback.	*Building Success:* If any student produces an incorrect response during group and individual responses, repeat the teacher model. Continue this procedure until the group or individual is 100% accurate. Give specific praise for each correct response.	*Feedback:* **"The word is ______."**

How To Evaluate Learning

- Are students accurately blending sounds to read words? If not, review the phonological blending activity in the phonological awareness section. You can also briefly review blending sounds prior to the lesson.
- Monitor students' accuracy reading lists of sentences every five to six lessons.
- When students can accurately read lists of sentences, assess their fluency reading the sentences.

References:

Carnine, D. W., Silbert, J., & Kame’enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

Simmons, D. C., & Kame'enui, E. J. (1999). *Project optimize intervention program*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

Texas Education Agency. (1998). *Texas essential knowledge and skills (TEKS)*. Retrieved October 23, 2001, from Texas Education Web site: http://www.tea.state.tx.us/teks/

Student Sentence

Pat has a cat.
The cat is red.

FLUENCY

Strategy Set Outline

I.) Letter Sounds

Lesson 1: Initial Instructional Strategy—*Identifying Letter Sounds*
Lesson 2: Review Strategy—*Increasing Accuracy and Rate*
Lesson 3: Expansion Strategy—*Introducing New Letter Sounds*

II.) Regular Word Reading

Lesson 1: Initial Instructional Strategy—*Identifying Regular Words*
Lesson 2: Review Strategy—*Increasing Accuracy and Rate*
Lesson 3: Expansion Strategy—*Rapid Word Identification*

III.) Irregular Word Reading

Lesson 1: Initial Instructional Strategy—*Identifying Irregular Words*
Lesson 2: Review Strategy—*Increasing Accuracy and Rate*
Lesson 3: Expansion Strategy—*Rapid Word Identification*

IV.) Fluency in Connected Text

Lesson 1: Initial Instructional Strategy—*Partner Reading with Graphing*
Lesson 2: Review Strategy—*Repeated Reading (Tape Assisted) with Graphing*
Lesson 3: Expansion Strategy—*Repeated Reading with Hot Timing and Graphing*

FLUENCY

I. Letter Sounds -Lesson 1:

Initial Instructional Strategy—Identifying Letter Sounds

Introduction

In this three-lesson strategy set, a procedure for teaching students to fluently read letter sounds is introduced. The first lesson involves establishing achievable letter-sound fluency goals for students, and providing them structured practice with teacher guidance to meet these goals. The second lesson provides continued letter-sound fluency practice working with peers, using a game format and increasing fluency goals. The final lesson assesses students' progress toward the fluency goals established in the first lesson and introduces a new sound.

Lesson Objective

Increase student accuracy and rate in identifying letter sounds.

Corresponding TEKS Objectives

K.7 & 1.7: The student uses letter-sound knowledge to decode written language.

K.7.C & 1.7.C: The student is expected to learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy is designed to increase students' accuracy and rate in identifying letter sounds. Accuracy and fluency in letter sound recognition are important precursors to blending, word reading, and passage reading.
- The strategy may be used with students in kindergarten and first grade.
- This fluency-building strategy can be used after students are able to identify accurately some or all letter sounds. Expected student response time may vary depending on the number of letter sounds presented, student familiarity with the letter-sounds, and variation in ability in the instructional group.
- In this activity, the teacher presents letter-sound cards to the students in random order. Students identify as many letter sounds as possible in one minute.

Necessary Preskills

For students to be successful, they need to be able to:

- Accurately identify the following letter sounds: **/a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/.**

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach letter sounds include:

- Select letter sounds students are able to identify accurately.
- Separate highly similar examples: auditory (b, d) and visual (v, w).
- Begin fluency instruction with lower case letters and move to upper case letters as students demonstrate fluency.
- Include multiple examples of each letter sound in the practice set.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency, decreasing the amount of time per response. Students should be able to respond to each letter sound within one second.

Materials and Examples

- One stopwatch or one-minute timer.
- Letter-sound cards (see samples below – not actual size). Provide a minimum of three copies of each of the letter sounds below.

a	**m**	**t**	**s**	**i**	**f**	**d**	**r**	**o**	**g**

- Sample letter-sound cards (see attached blackline master).

Instructional Sequence

Instructional Feature	What To Do	What To Say
Planning	Lesson Preparation • Set a goal for the lesson based on students' abilities. The goal for this lesson is 30 correct letter sounds per minute. • For the purpose of this lesson, the letter sounds will include: /a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/. • /f/ is the new letter sound in this lesson. • Three cards with each letter sound are included in the set, for a total of 30 letter-sound cards.	

Continued on next page

Instructional Feature	What To Do	What To Say
Introduction	Lesson Procedure Complete a one-minute small-group practice: • Model the letter sounds once. • Have students practice naming the letter sounds in one minute.	
		“We are going to play a game called the One-Minute Dash. In this game we practice saying the letter sounds as fast as we can. Saying the letter sounds as quickly as we can will help us learn to read words. What will saying the letter sounds quickly help us to do?” *Learn to read words.* **“Yes. The goal for today is to read 30 or more letter sounds correctly in one minute. Let’s see if we can do it.”** **“First let’s practice.”**
Model Explicit Examples **f** **a**	Position the cards so that all students can see. Show one card at a time modeling each letter sound once. /f/ is the new sound introduced for fluency building. This sound and any previous error sounds would be previewed multiple times during the teacher model.	**“This sound is our new sound /fff/, what is the sound? */fff/*. Yes */fff/*.”** **“This sound is /aaa/, what is the sound? */aaa/*. Yes */aaa/*.”** Repeat wording for remaining examples.
Provide Students Opportunities to Practice **a** **m**	Present all of the cards to the students without a model. Present letter sound cards for the remaining examples.	**“What is the sound? */aaa/*.”** **“What is the sound? */mmm/*.”** *Repeat wording for remaining examples.*

Continued on next page

Instructional Feature	What To Do	What To Say
Assess Understanding a m	Present each card to the students for one minute. Continue to present the cards multiple times, until one minute is up. Present the first letter-sound card. Start the stopwatch and prompt students, **"What is the sound?"** For the remaining examples, present the letter-sound cards Provide rapid feedback on student errors. Continue presenting letters for one minute. Correctly identified letter sounds are placed in one stack. Errors are placed in a second stack. At the end of one minute, tally the number of correctly identified letter sounds.	**"What is the sound? /a/"** **"What is the sound? /mmm/"** *Repeat wording for remaining examples.* *Feedback:* **"This sound is _____. What is the sound? _____"**
Provide Feedback	Review students' errors.	*Feedback:* **"This letter sound is ________. What is the sound?"** *Students respond.* **"Yes _________."** **"Let's try that one again."** Repeat presentation of the letter sound immediately and interspersed in subsequent examples.
Review	Repeat the previously timed procedure for one additional minute.	

How To Evaluate Learning

Evaluate student performance in terms of accuracy and rate.

- How many letter sounds were identified correctly in one minute?
- Did students meet the goals specified at the beginning of the instructional session?
- Were there any letter sounds that the students experienced difficulty identifying? If yes, do the students require additional accuracy practice prior to fluency building? Do the students require additional response time to identify the letter sound?
- Will any specific letter sounds require more instructional time than was scheduled in this lesson? If yes, how could this be scheduled?

Instructional Strategy modified from:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading.* Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

Blackline Master: LETTER-SOUND CARDS

Duplicate using cardstock. Cut along the solid black lines. Select the letter sounds that are the focus of instruction. Prepare several copies of each letter.

a	b
c	d
e	f

g	h
i	j
k	l

m	n
o	p
q	r

s	t
u	v
w	x

y	z

FLUENCY

I. Letter Sounds -Lesson 2:

Review Strategy—Increasing Accuracy and Rate

Lesson Objective

Increase student accuracy and rate in identifying letter sounds.

Corresponding TEKS Objectives

K.7 & 1.7: The student uses letter-sound knowledge to decode written language.

K.7.C & 1.7.C: The student is expected to learn and apply letter sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This lesson is designed to increase students' accuracy and rate in identifying letter sounds. The lesson builds on the introductory lesson by providing additional practice in rapid letter identification.
- The strategies used in this lesson may be used with students in kindergarten and first grade. Both strategies can be used after students are able to accurately identify letter sounds and have had some fluency building practice with the sounds in previous lessons.
- The first activity, "Snap," provides a review of letter sounds covered in the previous lesson. The second activity is designed to increase student rate of letter-sound identification by increasing the fluency goals based on students' performance in the previous lesson.

Necessary Preskills

For students to be successful, they need to be able to:

- Accurately identify the letter sounds: **/a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/.**
- Achieve the fluency goals from the previous lesson (accurately identifying 30 letter sounds per minute).

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach letter sounds include:

- Reviewing letter sounds that were incorrectly identified during the previous lesson.
- Include multiple examples of each letter sound in the practice set.
- Progress from accuracy to fluency by decreasing the amount of time between responses. Students should be expected to respond to each letter sound within one second.
- Provide two-three short practice opportunities per day—outside of the lesson.

Materials and Examples

Snap:

One set of "Snap" game cards per student (see sample cards below – approximate size). Select letter sounds that are the focus of instruction. Include three to four copies of the targeted snap sound (/f/) in each student's set of cards. Select the "Snap" sound card based on students' error patterns and the recently introduced letter sounds. Each student needs a minimum of 20 cards per player.

Sample "Snap" Cards (see attached blackline master).

f	i	m

One Minute Dash:

- Stopwatch or one-minute timer
- One set of letter-sound cards that are the focus of instruction (see samples below – not actual size).
- Provide four copies of each of the letter sounds.

Sample Letter Sound Cards:

a	m	t	s	i	f	d	r	o	g

Instructional Sequence

Instructional Feature	What To Do	What To Say
Planning	The letter sounds to be reviewed include: /a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/. Multiple cards for each letter sound are included in the sets for both "Snap" and the "One-Minute Dash." The Snap card will be /f/ because it is the most recently introduced sound.	

Continued on next page

Instructional Feature	What To Do	What To Say
Part 1: Snap		
Introduction		**“Today we will review the letter sounds we have been learning. The letter sounds are: /aaa/, /mmm/, /t/, /sss/, /iii/, /d/, /rrr/, /o/, /g/, and /fff/.”** **“We are going to practice saying the letter sounds as fast as we can, playing two games: Snap and the One-Minute Dash.”** **“Who can remember why it was important to say the letter sounds as fast as you can?”** *To help us to read words.* **“Yes, that’s right, to help you read words.”** Review letter sounds from previous lessons.
Review **f** **a**	Position cards so that all students can see. Flip through the stack of cards, saying **“What’s the sound?”** Most recent sound.	**“What sound does this letter make? /fff/. Yes /fff/.”** **“What is this sound? /aaa/. Yes /aaa/.”** Repeat wording for remaining examples.
Model Explicit Examples	Pick up the “Snap” cards and divide them into two stacks.	**“Now we are going to play a game called Snap. In this game you will work with a partner to practice saying the sounds of the letters as quickly as you can.”** Assign partners. **“This is what you will do.”** **“Find a place to sit with your partner. Sit and face each other.”** **“I will give each of you a stack of cards with all of the letter sounds we know.”**

Continued on next page

Instructional Feature	What To Do	What To Say
	Demonstrate	Hold the letter sounds face down in your hand. **"When I say 'begin' you will turn over a card, say the sound of the letter quickly, and place the card face up on the card stack. Keep doing this with all of the cards in your stack."**
	Hold up the /f/ Snap card so all students are able to see.	**"Move through your stack of cards until you find the Snap card. Today's Snap card will be the /fff/ sound."** **"When you see and hear the /fff/ sound, try to be the first to 'snap' the stack of cards by patting down on the cards in the center with your hand. The first person to 'snap' the cards will read the /fff/ sound again, and if he/she reads the sound correctly he/she can collect the stack of cards."**
	Demonstrate	Keep playing until one person has most or all of the cards.
Provide Student Opportunities to Practice	Direct students into their partner groupings. Students commence the game. Circulate between groups ensuring students are naming the letter sounds correctly.	**"Your turn."**
Provide Feedback		*Feedback:* **"Listen. This letter sound is ________. What is the sound?"** *Students respond.* **"Yes ________."** **"Let's try that one again."**

Continued on next page

Instructional Feature	**What To Do**	**What To Say**
	Part 2: One-Minute Dash	
Planning	Lesson Preparation The goal for this lesson is for students to correctly identify 35 letter sounds per minute. This goal was established based on student performance during the previous lesson. The students successfully met the goal of identifying 30 letters sounds in a minute, so the teacher increases the number of responses required in one minute. For the purpose of this lesson the letter sounds will include: /a/, /m/, /t/, /s/, /i/, /f/, /d/, /r/, /o/, /g/. Four cards for each letter sound are included in the set, totaling 40 letter-sound cards.	
Assess Understanding	Lesson Procedure Students complete sound practice prior to and during the "Snap" activity. Commence instruction with the one-minute timing. Hold letter-sound cards in a position where all students can see. Present the cards to the students in random order for one minute. Present the first letter sound card. Start the stopwatch and prompt students, **"What is the sound?"** Present letter-sound cards for the remaining examples.	**"Now we will play the One-Minute Dash. In this game we practice saying the letter sounds as fast as we can for one minute."** **"What is the sound? /aaa/."** **"What is the sound? /fff/."** Repeat wording for remaining examples.
Provide Feedback	Provide quick corrective feedback on errors. Continue presenting letters for one minute. Letter sounds identified correctly are placed in one stack. Errors are placed in a second stack. At the end of one minute, tally the number of letter sounds identified correctly. Review student errors. Repeat the previously timed procedure for one additional minute.	*Feedback:* **"This sound is _____. What is the sound? _____".** *Feedback:* **"This letter sound is ________. What is the sound?"** *Students respond.* **"Yes, _________."** **"Let's try that one again."** Repeat presentation of the letter sound immediately and interspersed in subsequent examples.

How To Evaluate Learning

Evaluate student performance in terms of rate and accuracy.

- Did students correctly identify 35 letter sounds in one minute?
- Which letter sounds require additional review? How will this be scheduled?
- Were there any letter sounds that the students were highly accurate in identifying? If yes, what other letter sounds could be introduced for additional fluency building in the next lesson?
- Were there any letter sounds that the students experienced difficulty in identifying? If yes, do the students require additional accuracy practice prior to fluency building instruction? Should this sound be removed from the fluency building lessons or do the students require additional response time to identify this letter sound?

Instructional Strategy modified from:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf

Blackline Master: SNAP CARDS

Duplicate two copies of these pages onto cardstock for each student. Students cut out the letter sounds along the solid black lines. Select the letter sounds that are the focus of instruction. Include three to four copies of the targeted "snap" sound.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	x
y	z	

FLUENCY

I. Letter Sounds -Lesson 3:

Expansion Strategy—Introducing New Letter Sounds

Lesson Objective

Increase student accuracy and rate in identifying letter sounds.

Corresponding TEKS Objectives

K.7 & 1.7: The student uses letter-sound knowledge to decode written language.

K.7.C & 1.7.C: The student is expected to learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This lesson is designed to increase students' accuracy and rate in identifying letter sounds. This lesson builds on previous lessons by providing additional practice in rapid letter identification, adjusting instructional goals based on student performance, and introducing a new letter sound for fluency building.
- Strategies used in this lesson may be used with students in kindergarten and first grade.
- The strategies can be used after students are able to accurately identify letter sounds and have had some fluency-building practice with the sounds in previous lessons.
- This activity is designed to gradually increase the rate of letter-sound identification by increasing the instructional goal based on students' performance in the previous lesson.

Necessary Preskills

For students to be successful, they need to be able to:

- Accurately identify the letter sounds: **/m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/.**

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach letter sounds include:

- The letter sound /a/ was the first letter introduced for fluency building. After two weeks of practice (with no errors over the previous four lessons) /a/ has been removed from the letter-sound fluency instruction and replaced with /l/, the next sound to be covered in the instructional sequence designed by the teacher (see below). This letter sound will be incorporated into daily fluency instruction over approximately two weeks.
- Review any errors during the previous lesson.
- The instructional goal is increased to 40 letter sounds per minute in this activity.

General:

- Instruction is sequenced as follows: **/a/, /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/, /h/, /u/.**
- Separate examples that are highly auditorially and visually similar.
- Begin fluency instruction with lower-case letters and move to upper-case letters as students demonstrate fluency.
- Include multiple examples of each letter sound in the practice set.
- Provide two to three short practice opportunities per day.
- Reduce the response time as fluency increases.

Materials and Examples

- One enlarged Beat the Clock activity sheet for the teacher model.
- One one-minute timer per group.
- One Beat the Clock activity sheet per student (see sample on the following page).
- Letter sound cards: **/m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/** (remove /a/ from previous lesson and add /l/).

Sample "Beat-the-Clock" Activity Sheet: Beat-the-Clock

Letter sounds: /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/
Goal: 40 letter sounds per minute

m
t
s
i
d
r
o
g
f
l
r
s
m
g
d
i
t
f
i
d
s
l
s
r
i
l
t
o
d
f
9
r
g
m
f
o
o
t
l

Total Sounds per minute: ___________

Sample Letter Sound Cards:

l	m	t	s	i	f	d	r	o	g

Pair students using the following strategy:

1. Rank students according to letter-sound fluency performance.
2. Split the list in half (down the middle).
3. Pair the top-ranked student in the higher-performing half with the top-ranked student in the lower-per forming half. Do the same for the two students who are second in each half. Continue this process until all students have partners.

Instructional Sequence

Instructional Feature	What To Do	What To Say
Introduction		**“Today we will play a game called Beat-the-Clock. To play this game you will work with a partner to say as many letter sounds as you can before the time is up.”** **“First we will review the sounds to help get ready to play the game.”**
Model Explicit Example l f	Position cards so that all students can see. Flip through the pile of cards modeling the letter sounds. As /l/ is the new letter sound, preview /l/ several times.	**“Today I have added the new sound /llll/.”** **“This is our new sound /lll/. What is the sound? *//lll/.* Yes */lll/.*”** **“This sound is /fff/. What is the sound? */fff/.* Yes */fff/.*”** Repeat wording for remaining examples.

Continued on next page

Instructional Feature	What To Do	What To Say
Provide Students Opportunities to Practice/Assess Understanding	Present all of the cards to the students.	
l	Provide quick corrective feedback on errors.	**"Your turn. What is the sound?"** */lll/***.**
m	Present remaining letter-sound cards.	**"What is the sound?"** */mmm/***.** Repeat wording for remaining examples.
Provide Feedback		*Feedback:* **"This sound is /_____/. What is the sound?" /_____/**
Model Explicit Example	Display Beat the Clock activity so all students can see.	**"Now we're ready to play Beat-the-Clock. Listen carefully, while I explain the rules."** **"In this game you will work with a partner to practice saying the letter sounds on the game sheet as quickly as you can."**
	See directions for allocating partners under Materials and Examples	Assign partners. **"First, find a place to sit with your partner."**
	Hold up game sheet and timer for students to see.	**"I will give each of you a Beat the Clock game sheet and a timer. One person times the other person, who will be racing the clock. Then you will switch roles."** **"Practice reading through the letter sounds one time without the timer. Ask your partner for help with any sounds you don't remember."**
	Model reading through the letter sounds.	**"When you are ready, start the timer and begin. The clock racer will start reading the letter sounds across the page. If you reach the bottom of the page, before the time is up, go back to the top of the page and start again."** **"Point to each letter sound as you read."** **"Watch while I demonstrate."**

Continued on next page

Instructional Feature	What To Do	What To Say
	Model Process	**"If you make a mistake reading a letter sound, your partner will tell you the correct letter sound, then move on. Remember the timer is still on. Timers will record mistakes on the game sheet in pencil."**
	Model the whole process from beginning to end including feedback.	**"Watch while I demonstrate the whole activity."**
	Pair students and distribute materials.	
	Students begin playing the game.	
Assess Understanding	Circulate between groups ensuring students are completing the activity correctly.	
Provide Feedback	Partner feedback: Student tells partner the letter sound.	

How To Evaluate Learning

Examine student performance data on the Beat-the-Clock activity sheet. Consider the following:

- Could students identify all of the letter sounds correctly?
- Could students accurately identify the letter sounds in the given time? If yes, consider reducing the response time. If no, is additional time or practice required?
- How many errors were made?
- Were there any repeated errors or patterns to students' errors?

Instructional Strategy modified from:
Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf

Name: ____

Beat-the-Clock

Letter sounds: /m/, /t/, /s/, /i/, /d/, /r/, /o/, /g/, /f/, /l/
Goal: 40 letter sounds per minute

m	t	s	i
d	r	o	g
f	l	r	s
m	g	d	i
t	f	i	d
s	l	s	r
i	l	t	o
d	f	m	g
r	g	m	f
o	o	t	l

Total Sounds per minute: __________

FLUENCY

II. Regular Word Reading-Lesson 1:

Initial Instructional Strategy—Identifying Regular Words

Introduction

In this three-lesson strategy set, procedures for building regular word-reading fluency skills through instructional games and timed practice are introduced. Students are instructed to work with partners and with the teacher.

Lesson Objective

Increase student accuracy in identifying regular words.

Corresponding TEKS Objectives:

1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Rationale and Purpose

- This strategy is designed to increase students' accuracy in identifying regular words. Accuracy in regular word reading is an important precursor to reading texts.
- This strategy may be used with students in late kindergarten, first and second grades, or with older students who are still developing word-reading accuracy. This strategy can be used after students are able to identify some or all letter sounds and after students are able to accurately blend letter sounds.
- In this activity, students read randomly ordered word cards with a partner.

Necessary Preskills

For students to be successful, they need to be able to:

- Blend together the most common sound/ spelling patterns learned to date.
- Accurately and fluently identify the letter-sound correspondences: **/a/, /c/, /d/, /h/, /i/, /n/, /o/, /s/, /t/, /th/.**
- Work with a partner.

Instructional Design Criteria

To optimize success, the instructional examples and this sequence of instruction to teach word reading fluency include:

- Select words with letter sounds that students are able to accurately and fluently identify.
- Separate highly similar examples: p/b; e/i; m/n
- Include several examples of words with the same letter sounds and combinations in the practice set.
- Select words students will read in connected text.
- Begin instruction with words students will encounter frequently.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.
- Introduce approximately five new words per week, but no more than seven, depending on the students' levels of proficiency.
- When teaching regular word-reading fluency, previously taught irregular words may be included in the word lists.

Materials and Examples

- Each pair of students will need three copies of each double-sided regular word card. (The same words appear on each side of the card).
- The teacher will also need copies of regular word cards separated into new words and review words.

Sample regular word cards:

and	**can**	**in**	**that**	**it**	**on**	**at**	**this**	**had**	**not**

Instructional Sequence

Instructional Feature	What To Do	What To Say
Planning	Determine the goal or the number of words students will read correctly. The goal for this lesson is to read 30 word cards correctly and as quickly as possible. Three double-sided cards with each of the ten words are included in the set for a total of 30 word cards.	

Continued on next page

Instructional Feature	What To Do	What To Say
Introduction and Word Preview through Explicit Examples	Complete a small group practice by modeling the word pronunciations once. Students practice reading the word cards following the teacher model. Position the cards so that all students can see. Flip through the stack of cards modeling the pronunciation of each word once. New words and any previous error words would be previewed multiple times during the teacher model. **it** **on** **at** **this** **not**	**"We are going to play a game called Word Speed. In this game we practice reading words as fast as we can. Reading words quickly helps us read stories."** **"The goal for today is to read 30 words quickly and correctly. Let's see if we can do it. First, let's practice."** **"These are words you will need to know to be able to read your stories. This is our new word *it*, what is the word? *it*. Yes, *it*. Watch me sound out the word /i/ /t/. Now, I'll read the word *it*. You read the word, *it*."** **"This is our new word *on*, what is the word? *on*. Yes, *on*. Watch me sound out the word /o/ /n/. Now, I'll read the word *on*. You read the word, *on*."** Repeat wording for remaining examples.
Provide Students Opportunities to Practice (in a game format)	Present all of the word cards, new and review, to the students without a model to provide practice. Expect choral responses. Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.	**"Now we'll read all the words again. Let's make a stack for the words read correctly. What's the word?"** *can* **"What's the word?"** *it* Repeat wording for remaining examples.
Feedback	Present immediate feedback on student errors. Review errors once the complete stack of cards is read.	**"This word is _____. What is this word?" _____.** **"Listen. This word is ________. What is the word?"** *Students respond.* **"Yes, ______. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.

Continued on next page

Instructional Feature	What To Do	What To Say
Assess Understanding through Independent Practice	Assign students a partner and provide each pair a set of word cards. One student reads the word cards, while the partner holds and flips the cards and checks for correct responses. **and** **not** The student should: • Present the whole stack of cards. • Place correct words in one stack and errors in a second stack. • Tally the number of words identified correctly. • Switch roles with partner. Teachers monitor partner interactions, providing assistance if necessary.	**"What is the word?"** *and* **"What is the word?"** *not* Repeat wording for remaining examples.
Feedback	Partners present rapid feedback to the reader. Teachers monitor feedback, providing assistance if necessary.	**"This word is _____. What is the word?" _____.**

How To Evaluate Learning

- Evaluate student performance in terms of accuracy. How many words were correctly identified?
- Did students meet the goal specified at the beginning of the instructional session?
- Were there any words that students experienced difficulty identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

References

Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *Teaching reading sourcebook: For kindergarten through eighth grade*. Novato, CA: Arena Press.

FLUENCY

II. Regular Word Reading-Lesson 2:

Review Strategy—Increasing Accuracy and Rate

Lesson Objective

Increase student rate and accuracy in identifying regular words.

Corresponding TEKS Objectives:

1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Rationale and Purpose

- This strategy is designed to increase students' accuracy in identifying regular words. This lesson builds on an introductory accuracy lesson by providing additional practice in word identification and emphasizing the speed with which the words are read.
- This strategy may be used with students in late kindergarten, first and second grades, or with older students who are still developing word reading accuracy.
- This fluency-building strategy can be used after students have had word-reading practice from previous lessons.
- In this activity, students read randomly presented word cards with a partner. Students rapidly identify as many words as possible during a one-minute timing.

Necessary Preskills

For students to be successful, they need to be able to:

- Blend together the most common sound/ spelling patterns learned to date.
- Accurately and fluently identify the letter-sound correspondences: **/a/, /c/, /d/, /h/, /i/, /n/, /o/, /s/, /t/, /th/.**
- Work with a partner.
- Achieve the fluency goal from the previous lesson (accurately identifying 30 regular words).
- Operate a timer.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach word reading fluency include:

- Review any errors identified during the previous lesson.
- Separate examples that are auditorily and visually similar.
- Include several examples of words with the same letter sounds and combinations in the practice set.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.

Materials and Examples

- Teacher copies of regular word cards.
- Student copies of regular word cards.
- Stopwatch or one-minute timer.

Sample regular word cards:

and	**can**	**in**	**that**	**it**	**on**	**at**	**this**	**had**	**not**

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Determine the number of words students will read correctly. The goal for this lesson is to read 30 previously practiced word cards in less than one minute. Include three double-sided cards with each of the 10 words in the set to total 30 word cards.	
Introduction	Complete a small group review by modeling the word pronunciations once. Students will practice reading the word cards following the teacher model.	**"We are going to play timed Speed Word Reading with partners. In this game we practice reading words with our partners in less than one minute. I will review the words with you."** **"The goal for today is to correctly read all 30 words in less than one minute."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model Explicit Examples and Provide Students Opportunities for Review and Practice	Position the cards so that all students can see. Flip through the stack of cards, modeling the pronunciation of each word once. Any previous error words would be previewed multiple times during the teacher model. **and** **can** **in** **that** **it** **on** **at** **this** **had** **not** Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.	**“This word is *can*. What’s the word?”** *can* **“This word is *it*. What’s the word?”** *it* Repeat wording for remaining examples. **“Now we will read the words fast. What’s this word?”** *and* Repeat wording for remaining examples.
Feedback	Provide rapid feedback on student errors.	**“This word is _____. What’s the word?”** _____
Review	Review student errors	**“Listen. This word is _________. What is this word?”** *Students respond.* **“Yes, _______. Let’s try that one again.”** Immediately repeat presentation of the word and intersperse in subsequent examples.
Assess Understanding through Independent Practice	Assign students to a partner and provide each pair a set of word cards. One student reads the word cards, while the partner flips the cards and checks for correct responses. One student in the pair presents the first word card. The teacher or student starts the stopwatch and prompts his or her partner. **and** **not** Student presents the cards for the full minute. Correct words are placed in one stack and errors are placed in a second stack. The student tallies the number of words correctly identified by the reader at the end of the minute. The teacher monitors the partner interactions and provides assistance.	**“This time you will read the words with a partner. Your partner will time you while you read. What is this word?”** *and* **“What is this word?”** *not* Repeat wording for remaining examples.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Review	Following the one-minute timing, the partner reviews the incorrectly read words with the reader. The teacher monitors review, providing assistance if necessary. Students switch tasks.	**"Listen. This word is _________. What is this word?"** *Partner responds.* **"Yes, _______. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.

How To Evaluate Learning

- Evaluate student performance in terms of rate and accuracy. How many words were correctly identified in one minute?
- Did students meet the specified goal?
- Were there any words that students experienced difficulty identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

FLUENCY

II. Regular Word Reading-Lesson 3:

Expansion Strategy—Rapid Word Identification

Lesson Objective

Increase student rate and accuracy in identifying regular words.

Corresponding TEKS Objectives:

1.8.A & 2.5.A: Decode by using all letter-sound correspondences within a word (1-3).

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Rationale and Purpose

- This strategy is designed to increase students' rate and accuracy in identifying regular words. This lesson builds on previous lessons by providing additional practice in rapid word identification.
- This strategy may be used with students in kindergarten, first and second grades.
- This fluency-building strategy would be used after students have had some practice with these words in previous lessons.
- In this activity, students chorally read word cards randomly presented by the teacher. Students rapidly identify as many words as possible in one minute.

Necessary Preskills

For students to be successful, they need to be able to:

- Blend together the most common sound/ spelling patterns learned to date.
- Accurately and fluently identify the letter-sound correspondences: **/a/, /c/, /d/, /h/, /i/, /n/, /o/, /s/, /t/, /th/.**
- Work with a partner.
- Achieve the fluency goal from the previous lesson (accurately identifying 30 regular words).
- Operate a timer.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach word reading fluency include:

- Review any errors identified during the previous lesson.
- Separate examples that are aurally and visually similar.
- Include several examples of words with the same letter sounds and combinations in the practice set.
- For the purposes of review, include words in the practice set that students have previously mastered.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.

Materials and Examples

Teacher copies of each double-sided regular word card and a stopwatch or one-minute timer.

Sample regular word cards:

and	**can**	**in**	**that**	**it**	**on**	**at**	**this**	**had**	**not**

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Determine the number of words students will correctly read. The goal for this lesson is to read 40 previously practiced word cards correctly in less than one minute. Include four double-sided cards with each word in the set to total 40 word cards.	
Introduction	Complete a small-group review by modeling the word pronunciations once. Students practice reading the word cards following the teacher model.	**"You are going to play timed Rapid Word Reading with me. In this game we practice reading words in less than one minute. First, I will review the words with you."** **"The goal for today is to correctly read all 30 words in less than one minute."**

Continued on next page

Instructional Feature	What To Do	What To Say
Model Explicit Examples and Provide Students Opportunities for Review and Practice	Position the cards so that all students can see. Flip through the stack of cards modeling the pronunciation of each word once. Any previous error words would be previewed multiple times during the teacher model. **and** **can** **in** **that** **it** **on** **at** **this** **had** **not** Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.	**"This word is *can*. What's the word?"** *can* **"This word is *it*. What's the word?"** *it* Repeat wording for remaining examples.
Feedback	Provide rapid feedback on student errors.	**"This word is _____. What is this word?" _____.**
Review	Review student errors	**"Listen. This word is ________. What is this word?"** *Students respond.* **"Yes, ______. Let's try that one again."** Immediately repeat presentation of the word and intersperse in subsequent examples.
Assess Understanding	Present each card to students over the course of one minute. Continue to present the cards multiple times until one minute is complete. Present the first regular word card. Start the stopwatch and prompt students. **and** **can** Present regular word cards for the remaining examples. Correct word cards are placed in one stack. Errors are placed in a second stack. At the end of one minute, tally the number of word cards correctly identified.	**"What's the word?"** *and* **"What's the word?"** *can* Repeat wording for remaining examples.
Review	Review student errors made during timed reading	**"Listen. This word is ________. What's the word?"** *Students respond.* **"Yes, ______. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.

How To Evaluate Learning

- Evaluate student performance in terms of rate and accuracy. How many correct words were identified in one minute?
- Did students meet the specified goal?
- Were there any words that students experienced difficulty in identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

FLUENCY

III. Irregular Word Reading-Lesson 1:

Initial Instructional Strategy—Identifying Irregular Words

Introduction

In this three-lesson strategy set, a variety of procedures for teaching irregular word fluency and accuracy skills are introduced. Students will practice with taped word lists, engage in irregular word games, read irregular words under timed conditions, and graph their progress.

Lesson Objective

Increase student rate and accuracy in identifying irregular words.

Corresponding TEKS Objectives

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

1.8.E & 2.5.C: Recognize high frequency irregular words such as said, was, where and is (1-3).

Rationale and Purpose

- This strategy is designed to increase students' fluency and accuracy in identifying irregular words. Fluency and accuracy with irregular word reading is an important precursor to passage reading.
- This strategy may be used with students in late kindergarten, first and second grades.
- This strategy can be used after students are able to accurately identify and blend letter sounds.
- In this activity, students are provided with a taped preview of irregular words in a word recognition grid.
- Students track and silently rehearse the irregular words on the student copy of the grid while they listen to the taped preview.

Necessary Preskills

For students to be successful, they need to be able to:

- Accurately read irregular words that are the focus of instruction.
- Use a strategy for irregular word reading.
- Blend together the most common sound/ spelling patterns learned to date.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach irregular word reading fluency include:

- Select words with letter sounds that students are able to fluently and accurately identify.
- Separate examples that are aurally and visually similar.
- Select high frequency words necessary for students to read connected text.
- Begin instruction with the most frequently occurring words.
- Begin with words that have the fewest number of uncommon sounds.
- Provide two to three short practice opportunities per day.
- Progress from accuracy to fluency by decreasing the amount of time per response.
- Introduce approximately five new words per week, but no more than seven, depending on the students' levels of proficiency.

Materials and Examples

Each student will need:

- Tape recording of the irregular words presented in the word-recognition grid.
- Tape player.
- Head phones.
- Student copies of the word recognition grid (see appendix for blackline master).
- Sample irregular-word recognition grid (see example on the next page).

Sample irregular-word recognition grid:

the
of
to
you
was

to
the
was
of
you

of
was
you
to
the

you
to
the
was
of

was
you
of
the
to

Instructional Sequence

Instructional Feature	What To Do	What To Say
Planning	Determine irregular words for instruction. Construct a 5x5 grid of these words and provide a tape recording of the words as they appear on the grid. Make copies of the grid for students' use.	
Introduction	Conduct a preview of irregular words by having students listen to a tape recording that corresponds to their irregular word grid. Students listen to the tape three times. The first time students will listen and point to the words. The second and third times, the student will practice silently rehearsing the irregular words while listening to the tape.	**"Today you are going to read the words in the word grid going across the page while you listen to the tape. I want you to listen to the tape three times."** **"The first time you will listen and point to the words when they are read. The second and third time you listen, you will point and read the words quietly to yourself."**
Model Explicit Examples	Demonstrate how to use the tape player, head phones, how to point to the words, and how to read quietly.	
Provide Students Opportunities to Practice	While students listen to the tape player, the teacher watches to make sure that students are pointing and pronouncing the words. Teacher provides assistance if needed.	
Feedback	Ensure that students do not skip words or lines and words are pronounced correctly. Present rapid feedback on student errors. Students stop the tape player and go back to the beginning when an error is made.	For skipped words or lines, have students go back to the beginning. For mispronunciations, point to the word and say **"This word is ______. What is this word?"** *Student responds.* Then, have the student go back to the beginning.

How To Evaluate Learning

- Evaluate student performance in terms of accuracy.
- Did students meet the specified goal?
- Were the students able to track the words as they were read? Were there any words that students experienced difficulty in identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled?

References

Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *Teaching reading sourcebook: For kindergarten through eighth grade*. Novato, CA: Arena Press.

Blackline Master: Irregular Word Grid

the	of	to	you	was
to	the	was	of	you
of	was	you	to	the
you	to	the	was	of
was	you	of	the	to

FLUENCY

III. Irregular Word Reading-Lesson 2:

Review Strategy—Increasing Accuracy and Rate

Lesson Objective

Increase student rate and accuracy in identifying irregular words.

Corresponding TEKS Objectives

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

1.8.E & 2.5.C: Recognize high frequency irregular words such as said, was, where and is (1-3).

Rationale and Purpose

- This strategy is designed to increase students' fluency and accuracy in identifying irregular words. This lesson builds on the introductory lesson by providing additional practice in rapid word identification. Students are also able to track their irregular word reading progress.
- This strategy may be used with students in late kindergarten, first, and second grades.
- This strategy can be used after students are able to accurately identify and blend letter sounds, after students are taught a sound-out or spelling strategy for irregular word reading, and after previewing the irregular words.
- In this activity, students race against their partner to read to the end of the irregular word grid.

Necessary Preskills

For students to be successful, they need to be able to:

- Use a strategy for irregular word reading.
- Blend together the most common sound/ spelling patterns learned to date.
- Work with a partner.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach irregular word reading fluency include:

- Select review from a prior lesson that students can identify with 95% accuracy.
- Separate examples that are aurally and visually similar.
- Include words necessary for students to read connected text.
- Select the most frequently occurring words.
- Select words that have the fewest number of uncommon sounds (ex: introduce to before through).
- Provide two to three short practice opportunities per day.

Materials and Examples

Each student will need the following materials:

- Student copies of the word recognition grid.
- Irregular word cards.
- One game piece.
- Student progress records (graph).
- Sample irregular-word recognition grid:

the
of
to
you
was

to
the
was
of
you

of
was
you
to
the

you
to
the
was
of

was
you
of
the
to

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Make copies of the grid for students’ use. Make separate copies of the grid on tag paper (one copy per student). Cut the tag paper copies along the black lines. These cards will serve as the word cards during the game.	
Introduction	Complete a small group review by modeling the word pronunciations once before students begin the game. Students practice reading the word cards following the teacher model.	**“Today you are going to race against your partner to reach the end of your word grid. The goal for today is to read all 25 words correctly and rapidly. First I will review the words with you.”**
Model Explicit Examples and Provide Students Opportunities for Review and Practice	Position the cards so that all students can see. Flip through the stack of cards modeling the pronunciation of each word once. Previous error words would be previewed multiple times during the teacher model. **the** **of** **to** **you** **was** Practice once more, this time without the teacher model. Correct words are placed in one stack. Errors are placed in a second stack. After students read all the word cards, tally the number of word cards identified correctly.	**“This word is *the*. What is the word?”** *the* **“This word is *of*. What is the word?”** *of* Repeat wording for remaining examples. **“What is this word?”** *the* Repeat wording for remaining examples.
Feedback	Present rapid feedback on student errors.	**“This word is _____. What is the word?”** _____
Review	Review student errors.	**“Listen. This word is ________. What is the word?** *Students respond.* **Yes, ______. Let’s try that one again.”** Immediately repeat presentation of the word and intersperse it in subsequent examples.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Assess Understanding through Independent Practice	Assign students a partner and provide each pair with two sets of word cards, two irregular word grids, and two game pieces. Students place their game piece at the top left corner of their grid. Students read words across the rows. The goal is to reach the bottom right corner quickly and accurately. Students draw from the stack of word cards until the first word is encountered. After the student reads the word correctly, s/he moves the game piece onto that word. Students separate word cards read correctly from error words. Tally the number of words read correctly. Teacher monitors students during this process and provides feedback.	Explain to and model for students how to play the game.
Feedback	Present rapid feedback on student errors.	**"This word is _____. What is the word?"** _____
Review	At the end of the game, the teacher reviews any error words with the students.	**"Listen. This word is ________. What is the word?"** *Student responds.* **"Yes, _______. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.
Graphing Progress	Teacher assists students in recording the number of words read correctly during the game.	

How To Evaluate Learning

- Evaluate student performance in terms of accuracy.
- How many words were correctly identified?
- Did students meet the specified goal for accuracy?
- Were there any words that students experienced difficulty in identifying?
- Will any specific words require more instructional time than was scheduled in this lesson? If yes, then how will this time be scheduled? Are students showing progress on their word reading progress graphs?

References

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf

FLUENCY

III. Irregular Word Reading-Lesson 3:

Expansion Strategy—Rapid Word Identification

Lesson Objective

Increase student rate and accuracy in identifying irregular words.

Corresponding TEKS Objectives

1.8.G & 2.5.H: Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

1.8.E & 2.5.C: Recognize high frequency irregular words such as *said, was, where* and *is* (1-3).

Rationale and Purpose

- This strategy is designed to increase students' fluency and accuracy in identifying irregular words. This lesson builds on previous lessons by providing practice with rapid irregular word identification.
- This strategy may be used with students in late kindergarten, first, and second grades.
- This strategy can be used after students are able to accurately identify and blend letter sounds, after students are taught a sound-out or spelling strategy for irregular word reading, and after previewing the irregular words.
- In this activity, students read irregular words from a word recognition grid, practice through timed recall, and graph their progress.

Necessary Preskills

For students to be successful, they need to be able to:

- Accurately read irregular words that are the focus of instruction.
- Use a strategy for irregular word reading.
- Blend together the most common sound/ spelling patterns learned to date.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach irregular word reading fluency attended to the following criteria:

- Select review words from a prior lesson that students can identify with 95% accuracy.
- Separate highly similar examples: auditory and visual.
- Select words necessary for students to read connected text.
- Provide two to three short duration practice opportunities per day.
- Progress from accuracy to fluency decreasing the amount of time per response.

Materials and Examples

- Teacher flashcards of words found in the word recognition grid.
- Two student copies of the word recognition grid.
- Stopwatch.
- Student progress record (graph).
- Sample irregular-word recognition grid:

the
of
to
you
was

to
the
was
of
you

of
was
you
to
the

you
to
the
was
of

was
you
of
the
to

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Determine the number of words students will correctly read. The goal for this lesson is to correctly read 25 irregular words as quickly as possible.	
Introduction	Complete a review by modeling the spellings and pronunciations for each word. Students practice reading the irregular words following the teacher model.	**"Today you will read the words on my cards and the words from your list as fast as you can. Reading words helps us read stories. What will reading words help us to do?"** *Read stories.* **"The goal for today is to correctly read 25 words in less than a minute. Let's see if we can do it. First, let's practice. Everyone should be looking at my word cards."**
Model Explicit Examples	Position the cards so that all students can see. Flip through the stack of cards modeling the spelling and pronunciation of each word once. New words and any previous error words would be previewed multiple times during the teacher model. **the** **of** **to** **you** **was**	**"This word is *the*. Watch me spell the word, *t-h-e*. That's how we spell the word, but this is how we say the word *the*. What's the word?"** **"This word is *of*. Watch me spell the word, *o-f*. That's how we spell the word, but this is how we say the word *of*. What's the word?"** Repeat wording for remaining examples.
Provide Students Opportunities to Practice	Present all of the word cards to the students without a model to provide practice.	**"What's the word?"** *to* **"What's the word?"** *you* Repeat wording for remaining examples.
Feedback	Present rapid feedback on student errors.	**"This word is _____. What is the word?" _____.**
Review	Review student errors.	**"Listen. This word is ________. What is the word?"** *Students respond.* **"Yes, ______. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Assess Understanding through Independent Practice	Teacher works with individual students to time and record their responses. Teacher says begin, starts the stopwatch and records student responses on a teacher copy of the irregular word grid. When the student completes the grid, stop the timer and record the amount of time. Record the number of words read correctly.	**"Now you will practice reading the words on your word grid. When I say begin, read across the rows until you get to the last word. Ready?"**
Review	Review student errors.	**"Listen. This word is ________. What is the word?"** *Students respond.* **"Yes, ______. Let's try that one again."** Immediately repeat presentation of the word and intersperse it in subsequent examples.
Recording Progress	Teachers assist students in recording the number of words read correctly and the amount of time it took to read those words.	

How To Evaluate Learning

- Evaluate student performance in terms of fluency and accuracy. How many words were correctly identified?
- How long did it take the students to identify these words?
- Did students meet the specified goal?
- Were there any words that students experienced difficulty in identifying? If yes, do the students require additional response time to identify these words?
- Will any specific words require more instructional times than was scheduled in this lesson? If yes, then how will this time be scheduled?
- Are students showing progress on their word reading progress records?

References

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf

FLUENCY

IV. Fluency in Connected Text-Lesson 1:

Initial Instructional Strategy—Partner Reading with Graphing

Introduction
In this three-lesson strategy set, a procedure for teaching first and second grade students to fluently read connected text is introduced. The first lesson provides a preview and guided practice of an unfamiliar passage. The second lesson provides continued practice consisting of independent repeated reading of the same passage from the previous day using an audiotaped model. The final lesson assesses student progress toward the performance criteria established in the first lesson. Students work independently, with peers, and with the teacher during these lessons.

Lesson Objective
Increase accuracy and rate reading connected text.

Corresponding TEKS Objectives
1.9.B & 2.6.B: Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader).

2.6.C: Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).

1.9.D & 2.6.D: Self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

Rationale and Purpose
- This activity is designed to increase students' accuracy and rate in reading connected text.
- Fluency in reading connected text is an important prerequisite for successful reading comprehension.
- This lesson is the first in a series of three lessons designed to introduce and provide practice reading a passage, provide opportunities for independent practice of repeated passage reading, and allow students to reach a desired fluency goal based on their abilities.
- This strategy can be used with students in first and second grades who are able to accurately read connected text.
- This lesson requires students to work with a partner to preview reading materials, receive corrective feedback, and practice increasing speed while maintaining accuracy as they read text.

Necessary Preskills
For students to be successful, they need to be able to:

- Rapidly identify letter sounds, regular words and irregular words, and read sentences.
- Accurately read instructional-level connected text.
- Correctly read 30-40 words in one minute.

Instructional Design Criteria

When planning passage reading fluency instruction, consider the following:

- Select passages students can read with 90-95% accuracy.
- Ensure students can correctly read 30-40 words per minute.
- Schedule repeated opportunities for students to hear models of fluent reading and/or practice the passage.
- Set goals for students to improve their fluency.
- Incorporate reading with expression once students reach 60 words correct per minute.
- Gradually move from oral to silent reading.

Materials and Examples

Partner groupings.

Student workbooks containing teacher developed:

- Instructional-level pre-counted passages selected based on students' individual reading levels (see attached sample).
- Individual student graphs (see attached sample).
- Lesson Steps Checklist (see attached sample).

  Workbooks are to be used across each of the sample lessons that follow.

One-minute timer for each partner grouping.

For the purpose of fluency building, teachers are not required to develop their own passages. Teachers can use commercially available passages and adapt them in the following way:

- Identify an appropriate fluency goal for the student (see attached grade level norms).
- Count the number of words in the passage and place a bracket ( ]) after the word that indicates the fluency goal.
- If desired, cumulatively count the number of words in each row and write a running total beside each line (see sample passage). This helps establish the students' present level of proficiency and allows students to efficiently graph content (without having to count the number of words that were read).

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Identify a series of short instructional-level passages for each student (100-200 words). Two copies of these passages will be placed in a workbook for each student. Set a predetermined fluency goal for each student based on prior student performance and passage difficulty. For the purpose of this lesson, the fluency goal will be 78 wcpm for Winter of Grade 2.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduction	Explain to students that they will be working with a partner to increase their accuracy and speed when reading passages. Partners consist of a higher performing reader working with a lower performing reader. Introduce the fluency goal for the lesson (this will vary from student to student). Teacher walks students through each of the following steps: 1. Students select a passage from their individual workbooks. 2. The higher performing student reads the lower performing student's passage first to provide a model. 3. The lower performing student practices reading through the passage three times with their partner. Partner marks student errors on a copy of the passage and provides feedback on student errors. 4. Students read the passage a fourth time as quickly as possible. Partners time the student reading for one minute. This time is referred to as the "first timing." 5. Students record progress on their individual graphs in their workbooks.	**"Today you will be working with a partner to practice reading a short passage."** **"Practicing reading short passages will help you to learn to read faster and remember what you have read."** **"Your goal for today is to correctly read 78 words in one minute."** **"I will explain what you will do."**
Model Explicit Examples	Walk the students through the process above, modeling each step: • Select a passage • Practice reading with a partner • Providing corrective feedback • First one-minute timing • Graphing progress	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide Students Opportunities to Practice	While students practice reading the passage, the teacher observes to make sure that students are modeling the passage reading, providing appropriate feedback, reading the passages the required number of times, and graphing their progress. Teacher provides assistance as needed.	
Feedback	Teacher and partner may provide feedback to the reader. While observing, ensure that students do not skip words or lines and that they pronounce words correctly. Provide feedback.	If students make errors on individual words, point to the word and say, **"This word is ______. What is the word?"** If students miss a sentence or whole line, redirect students back to the appropriate place by pointing and say, **"Read that again from here."**

How To Evaluate Learning

- Student performance is graphed. Analyze trends and patterns of performance that occur over time.
- How many words could the students read in one minute?
- Did the student meet the fluency goal during the timing? If yes, has this occurred over multiple passages? Does the student require more difficult reading material?
- Were there any consistent error patterns? Was the reading material too difficult? Has this been a pattern across passages? Does the student require easier passages?

Strategies adapted from:

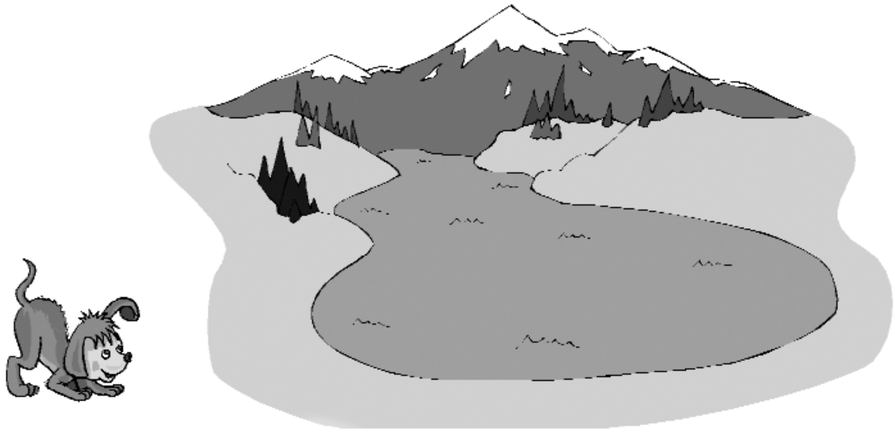
Mastropieri, M. A., Leinart, A., & Scruggs, T. E. (1999). *Strategies to increase reading fluency. Intervention in School and Clinic,* 34(5), 278-283.

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading.* Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

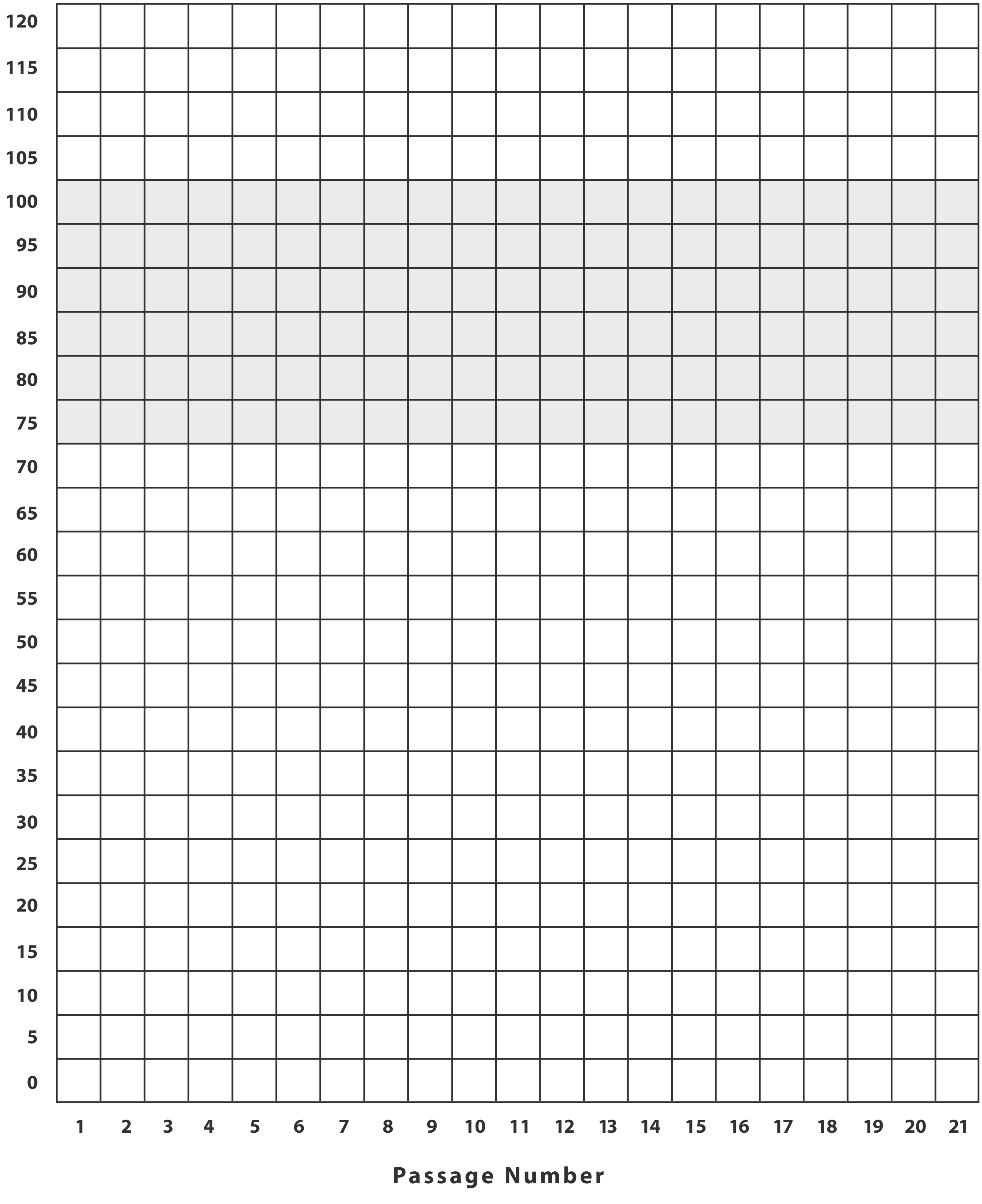
SAMPLE PRE-COUNTED PASSAGE

The Dog and the Log

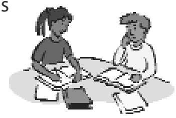
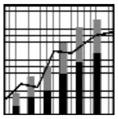
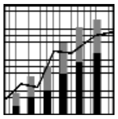
It was a warm summer day. The sun was hot on the 12
dog. So the dog went to the lake for a swim. The dog 25
went to the side of the lake. He looked at the lake. He 38
saw a big log on the lake. He said, "I will get that log." 52
The dog swam to the log. The log was big. The dog 64
said, "That log is too big. I can not get the log. I will get 79
on the log." So the dog got on the log. 89



Student Graph: First and Final Timings



LESSON STEPS CHECKLIST

	Date													
Lesson Step														
Select a Passage														
Practice Reading 3 Times 														
First Timing														
Graph Progress 														
Reread the Passage 1 Time														
Taped Readings (3 Times)														
Final Timing														
Graph Progress 														

Curriculum-Based Norms in Oral Reading Fluency for Grades 2-5 (Medians)

(Hasbrouck & Tindal, 1992)

		Fall		Winter		Spring		
Grade	**Percentile**	**n***	**WCPM****	**n**	**WCPM**	**n**	**WCPM**	**SD*** of raw scores**
2	75	4	82	5	106	4	124	39
	50	6	53	8	78	6	94	
	25	4	23	5	46	4	65	
3	75	4	107	5	123	4	142	39
	50	6	79	8	93	6	114	
	25	4	65	5	70	4	87	
4	75	4	125	5	133	4	143	37
	50	6	99	8	112	6	118	
	25	4	72	5	89	4	92	
5	75	4	126	5	143	4	151	35
	50	6	105	8	118	6	128	
	25	4	77	5	93	4	100	

*n = number of median scores from percentile tables of districts (maximum possible=8).
**WCPM = words correct per minute
***SD = average standard deviation of scores from Fall, Winter, Spring for each grade level.

FLUENCY

IV. Fluency in Connected Text-Lesson 2:

Review Strategy—Repeated Reading (Tape Assisted) with Graphing

Lesson Objective

Increase accuracy and rate reading connected text.

Corresponding TEKS Objectives

1.9.B & 2.6.B: Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader).

2.6.C: Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).

1.9.D & 2.6.D: Self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

2.6.E: Read silently for increasing periods of time (2-3).

Rationale and Purpose

- This activity is designed to increase students' accuracy and rate in reading connected text. Fluency in reading connected text is an important prerequisite for successful reading comprehension. By repeatedly reading passages, students gain additional fluency and accuracy practice as they work toward their individual fluency goal.
- This lesson is the second in a series of three lessons designed to introduce and provide practice reading a passage, provide opportunities for repeated independent practice reading the passage, and allow the students to reach a desired fluency goal based on their abilities. This strategy can be used with students in first and second grades who are able to accurately read connected text.
- In this lesson, students reread the passage introduced in the previous lesson assisted by audiotape. Students track and silently read with the audiotape.

Necessary Preskills

For students to be successful, they need to be able to:

- Rapidly identify letter sounds, regular words, irregular words and read sentences.
- Accurately read instructional-level connected text.
- Correctly read 30-40 words in one minute.

Instructional Design Criteria

When planning passage-reading fluency instruction, consider the following:

- Select passages students can read with 90-95% accuracy.
- Ensure students can correctly read 30-40 words per minute.
- Schedule repeated opportunities for the reader to hear models of fluent reading and/or practice the passage.
- Set goals for students to improve their fluency.
- Incorporate reading with expression once students reach 60 words correct per minute.
- Gradually move from oral to silent reading.

Materials and Examples

- Student workbooks containing:
- Instructional-level pre-counted passages selected based on students' reading levels (see attached sample).
- Individual students' graphs (see attached sample).
- Lesson Steps Checklist (see attached sample).
- Audiotapes of the stories.
- Cassette player.
- Headphones.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Students will continue to work with the instructional-level passage in their workbooks introduced during the previous lesson. Each instructional-level passage from the students' workbooks is recorded onto an audiotape for three consecutive readings.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduce Activity		**"Today we will review the passage that you practiced reading yesterday. Practicing reading short passages will help you to learn to read faster and remember what you have read. What will practice reading short passages do?"** *Help us read faster and help us to remember what we have read.*
Review		**"For this lesson you will need your workbook, the story cassette, headphones, and a cassette player."** **"You will begin the lesson with your partner by practicing words you missed yesterday. Read the words three times."** **"Next you will practice reading the passage with the tape three times. You will not need your partner for this part of the activity."** **"When you read the passage the first time I want you to listen and follow along with your finger."** **"The second and third time you read the passage I want you to point and quietly read the words to yourself. What do I want you to do the second and third times you read the passage?"** *Point and quietly read the words.* **"Watch while I demonstrate."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model Explicit Examples	Teacher models the process by: • Selecting a student's workbook and identifying the words that the student missed by examining the notations made by their partner the previous day. • Model rereading any missed words three times. • Demonstrate how to insert cassettes into the tape recorder, how to press start, stop, and rewind. • Demonstrate how to insert the plug on the headphones into the socket if it becomes loose and how to wear and handle the headphones. • Demonstrate how to follow along on the passage, pointing to the words and reading silently.	
Provide Students Opportunities to Practice	While students practice reading the passage with the audiotape, the teacher observes to make sure that students are following along with their fingers and reading silently. Teacher provides individual assistance as required.	
Feedback	**Partner Word Review:** Teacher or partner may provide feedback to the reader. Ensure that students accurately read the words missed in the previous lesson. Provide feedback on student errors. **Audiotaped Reading** If students skip words or lines during reading, stop the audiocassette, rewind back to the beginning of the passage, and restart the cassette. If students make errors reading words in the passage during the taped reading, slash these errors with a pencil. Following three taped readings of the passage, practice reading these words accurately three times. Repeat the audiotaped reading process a fourth time without making errors.	**Partner Word Review:** If students make errors on individual words, point to the word and say, **"This word is _______. What is the word?"** Have the student repeat reading this word until they make three correct consecutive responses.

How To Evaluate Learning

- How many errors did the student make while reading the passage? Was the passage at an appropriate level for the student?
- Did the student make repeated errors during the repeated reading? Did these errors appear during the passage reading practice the previous day? For this word, does the student require additional word level fluency instruction?
- Did the student self-monitor during reading to accurately identify errors? If not, will this student require additional instruction on using self-monitoring and/or further teacher or partner monitoring?

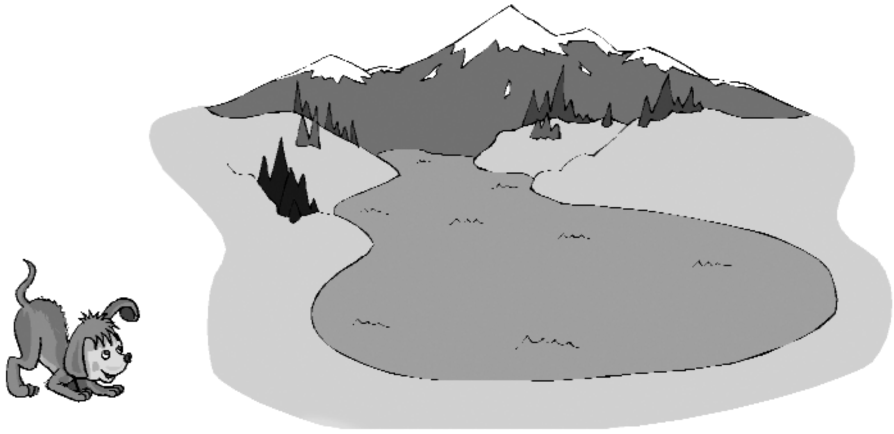
References:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

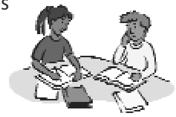
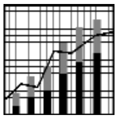
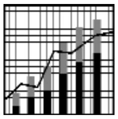
SAMPLE PRE-COUNTED PASSAGE

The Dog and the Log

It was a warm summer day. The sun was hot on the 12
dog. So the dog went to the lake for a swim. The dog 25
went to the side of the lake. He looked at the lake. He 38
saw a big log on the lake. He said, "I will get that log." 52
The dog swam to the log. The log was big. The dog 64
said, "That log is too big. I can not get the log. I will get 79
on the log." So the dog got on the log. 89



LESSON STEPS CHECKLIST

	Date													
Lesson Step														
Select a Passage														
Practice Reading 3 Times 														
First Timing														
Graph Progress 														
Reread the Passage 1 Time														
Taped Readings (3 Times)														
Final Timing														
Graph Progress 														

FLUENCY

IV. Fluency in Connected Text-Lesson 3:

Expansion Strategy—Repeated Reading with Hot Timing and Graphing

Lesson Objective

Increase accuracy and rate reading connected text.

Corresponding TEKS Objectives

1.9.B & 2.6.B: Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader).

2.6.C: Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).

1.9.D & 2.6.D: Self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

2.6.E: Read silently for increasing periods of time (2-3).

Rationale and Purpose

- This activity is designed to increase students' accuracy and rate in reading connected text. Fluency in reading connected text is an important prerequisite for successful reading comprehension.
- This lesson is the third in a series of three lessons designed to introduce and provide practice reading a passage, provide opportunities for repeated independent practice reading the passage, and allow the students to reach a desired fluency goal.
- This strategy can be used with students in first and second grades who are able to accurately read connected text. This lesson involves the students working independently to practice rereading a passage and working with a partner to determine whether fluency goals are achieved.

Necessary Preskills

For students to be successful, they need to be able to:

- Rapidly identify letter sounds, regular words and irregular words, and read sentences.
- Accurately read instructional-level connected text.
- Correctly read 30-40 words in one minute.

Instruction Design Criteria

When planning passage reading fluency instruction, consider the following:

- Select passages students can read with 90-95% accuracy.
- Ensure students can correctly read 30-40 words per minute.
- Schedule repeated opportunities for students to hear models of fluent reading and/or practice the passage.
- Set goals for students to improve their fluency.
- Incorporate reading with expression once students reach 60 words correct per minute.
- Gradually move from oral to silent reading.

Materials and Examples

Partner groupings from Lesson 1.

Student workbooks containing:

- Instructional-level pre-counted passages selected based students' reading levels (see attached sample).
- Individual students' graphs (see attached sample).
- Lesson steps checklist (see attached sample).

One-minute timer for each partner grouping.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Students will continue to work with the instructional-level passage in their workbooks introduced during the previous two lessons. Student progress toward the fluency goal of 78 wcpm (Winter of Grade 2) will be assessed.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduction	Introduce partner timing and graphing process. Teacher walks students through each of the following steps: • Locate the passage the students have been using in their work books. • The student silently reads the passage independently two times without a model. • Student works with the same partner as in the last two lessons. • Student reads the passage to their partner a third time, as quickly as possible, for one minute. • Partners time the student using a one-minute timer. This time is referred to as the "final timing." • Students work with their partner to record their progress. They graph the results on their individual graphs in their workbooks.	**"You have been working hard over the last two lessons to increase both your accuracy and speed as you read short passages. Today we will find out how much you have improved."** **"Who can tell me why it is helpful to practice reading short passages?"** *It helps us to read faster and helps us to remember what we have read.* **"Remember our goal for passage reading was to read 78 words correct per minute. Let's see if you can reach your goal today."** **"Listen as I explain what you will do."**
Model Explicit Examples	Walk the students through the process above modeling each step: • Locate passage • Practice reading independently 2 times • Locate partner • Final timing • Graphing progress	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide Students Opportunities to Practice	While students practice reading the passage independently, the teacher observes to make sure that students are following along with their fingers and reading silently. As the students complete the timing, the teacher observes to ensure students are reading fluently, partners are measuring time accurately, and performance data is graphed correctly. Teacher provides individual assistance as required.	
Feedback	**Independent Reading** For teachers… While observing, ensure that students do not skip words or lines and that words are pronounced correctly. Provide feedback on student errors. **Final Timing** Teachers and Partners… Do not correct student errors during the final timing. After the final timing, focus students' attention on any errors and provide feedback.	**Independent Reading** If students make errors on individual words, point to the word and say, **"This word is ______. What is the word?"** If students miss a sentence or whole line, redirect students back to the appropriate spot and say, **"Read that again from here."** **Final Timing** If students make errors on individual words, after the timing concludes, point to the word and say, **"This word is ______. What is the word?"**

How To Evaluate Learning

- Student performance is graphed. Analyze trends and patterns of performance across daily data. Did student performance improve between the first and the second timing?
- How many words could the students read in one minute?
- Did the student meet the fluency goal during the timing? If yes, has this occurred over multiple passages? Does the student require more difficult reading material?
- Were there any consistent error patterns? Was the reading material too difficult? Has this been a pattern across passages? Does the student require easier reading materials?

References:

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

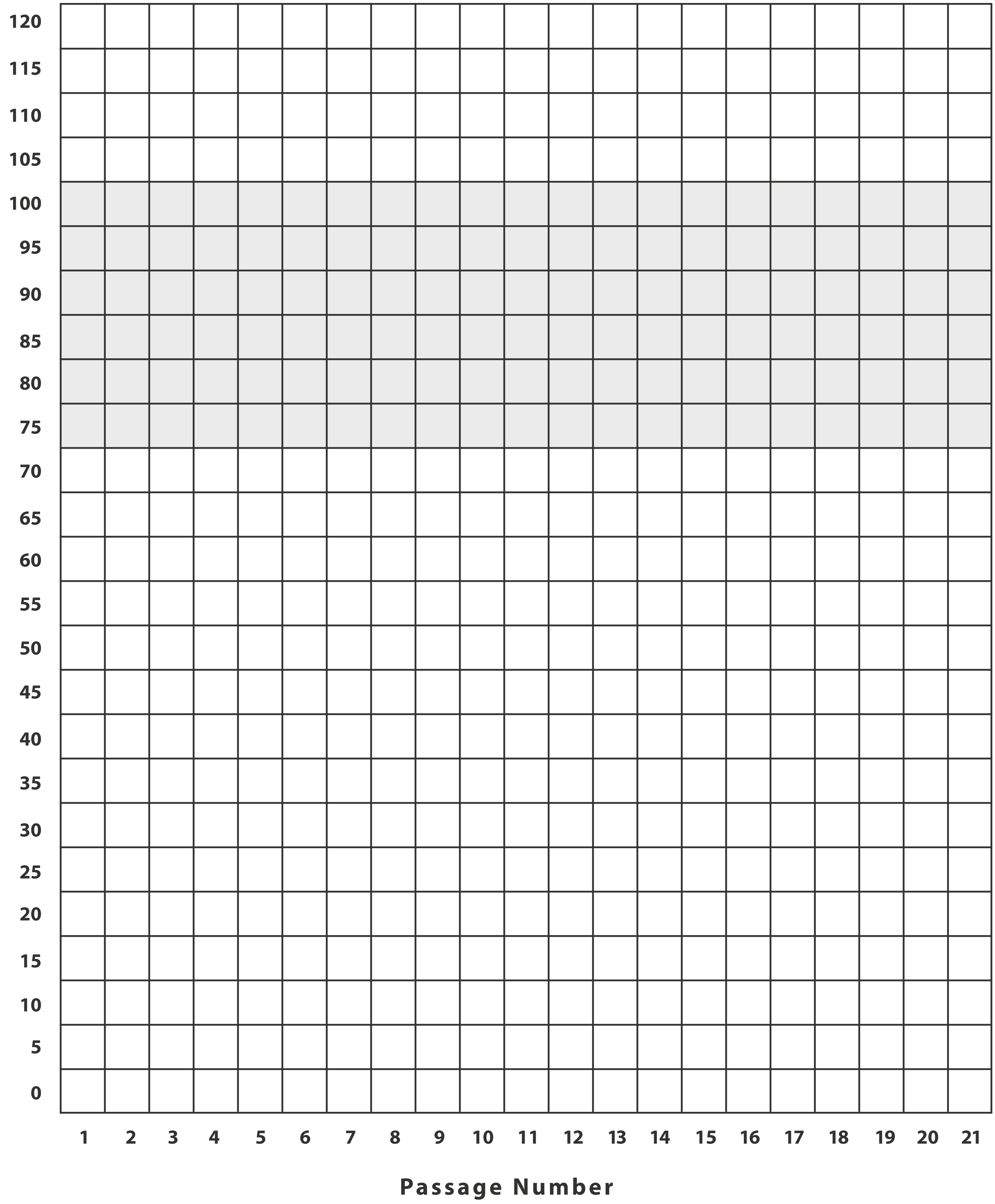
Texas Center for Reading and Language Arts. *Essential reading strategies for the struggling reader: Activities for an accelerated reading program* (Expanded ed.). Retrieved April 27, 2002, from Texas Center for Reading and Language Arts Web site: http://texasreading.org/tcrla/download/Essential_Reading_Stgy.pdf

SAMPLE PRE-COUNTED PASSAGE

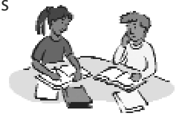
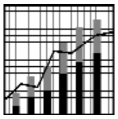
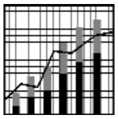
The Dog and the Log

It was a warm summer day. The sun was hot on the 12
dog. So the dog went to the lake for a swim. The dog 25
went to the side of the lake. He looked at the lake. He 38
saw a big log on the lake. He said, "I will get that log." 52
The dog swam to the log. The log was big. The dog 64
said, "That log is too big. I can not get the log. I will get 79
on the log." So the dog got on the log. 89

Student Graph: First and Final Timings



LESSON STEPS CHECKLIST

	Date													
Lesson Step														
Select a Passage														
Practice Reading 3 Times 														
First Timing														
Graph Progress 														
Reread the Passage 1 Time														
Taped Readings (3 Times)														
Final Timing														
Graph Progress 														

VOCABULARY

Strategy Set Outline

I.) Examples

Lesson 1: Initial Instructional Strategy—*Examples*
Lesson 2: Review Strategy—*Generalization Examples*
Lesson 3: Expansion Strategy—*Examples in Sentences*

II.) Synonyms

Lesson 1: Initial Instructional Strategy—*Synonyms*
Lesson 2: Review Strategy—*Using Synonyms to Complete Sentences*
Lesson 3: Expansion Strategy—*Synonyms in Original Sentences*

III.) Definitions

Lesson 1: Initial Instructional Strategy—*Definitions*
Lesson 2: Review Strategy—*Using Definitions to Answer Questions*
Lesson 3: Expansion Strategy—*Definitions in Original Sentences*

IV.) Elaboration

Lesson 1: Initial Instructional Strategy—*Describing Vocabulary Through Elaboration*
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V.) Context

Lesson 1: Initial Instructional Strategy—*Teaching Identified Vocabulary Through Context*
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VOCABULARY

I. Examples-Lesson 1:

Initial Instruction Strategy—Examples

Introduction

In this three-lesson strategy set, a strategy to teach new vocabulary words explicitly through the use of examples is introduced. The new vocabulary word, often a basic concept (e.g., first, over, last), is first taught by providing positive examples of the concept and negative examples that are minimally different from the positive examples. Next, students are taught to manipulate objects to demonstrate understanding of the basic concept. Then, students use the new vocabulary word in a sentence. This strategy set can be used when students do not have the language skills necessary to understand a definition or longer explanation and when the concept cannot be explained with a known synonym.

Lesson Objective

The student will identify pictures that do or do not represent the target concept.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- This strategy is designed to teach students to recognize a target word.
- It may be used with students in kindergarten through second grade or with older students who have difficulty understanding basic concepts.
- The teacher provides positive and negative examples of the target word.
- The students respond by identifying pictures that represent the target word.
- The ability to use examples is a critical step in the development of basic concepts and vocabulary.
- Effective instruction will allow students to encounter the target word multiple times in different contexts.
- Teacher wording must be consistent.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the concept not.
- Recognize the basic shapes (e.g., circle, square) used in the examples.

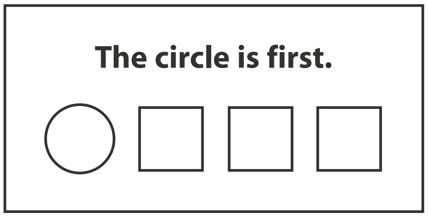
Instructional Design Criteria

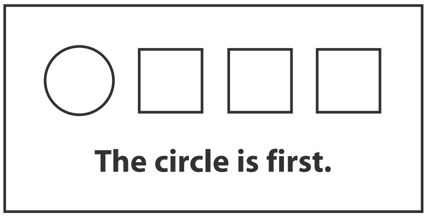
To ensure success, the instructional examples and sequence of instruction to teach definitions include:

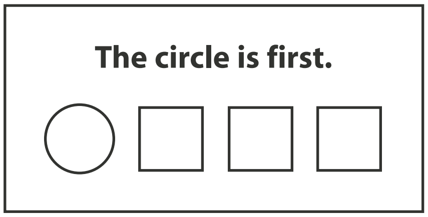
- Target words are critical to understanding the story and are not explained in the text.
- Target words are basic concepts (e.g., first, last).
- Target words are concepts that will be frequently encountered in many contexts.

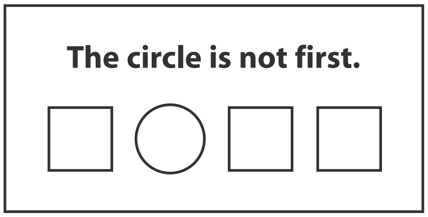
Materials and Examples

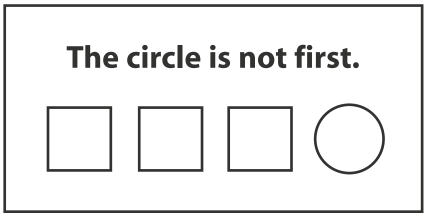
- Pictures that provide positive and negative examples to teach the concept.
  For example, pictures used to teach the concept *first* include:

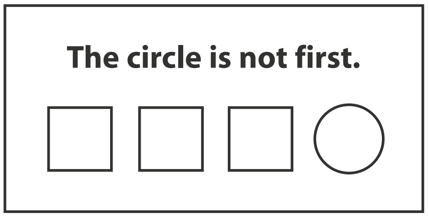

The circle is first.

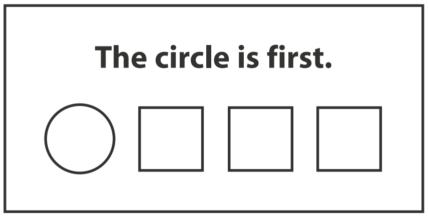

The circle is first.


The circle is first.

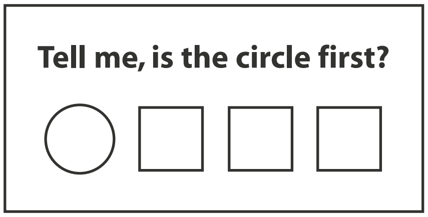

The circle is not first.

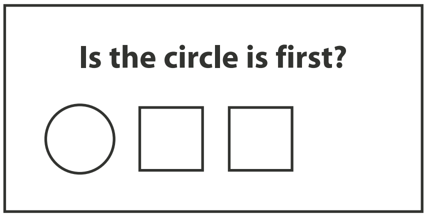

The circle is not first.

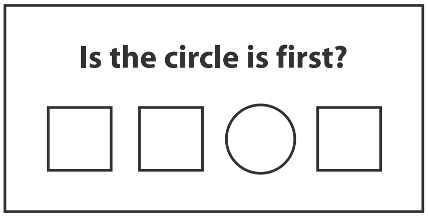

The circle is not first.


The circle is first.

- Pictures that provide positive and negative examples used to determine if the students understand the concept *first*.
  For example, pictures used to determine if students understand the concept *first* in line include:


Tell me, is the circle first?


Is the circle is first?


Is the circle is first?

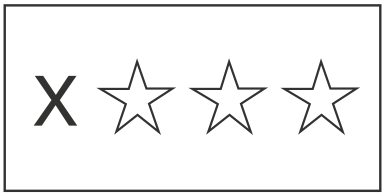
Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the target concept.		**"Today we are going to learn about the concept first in a line."** **"What will we learn about? Yes, *first* in a line."**
Teach the target concept by providing positive and negative examples.	Place the first picture on the table. Make sure the picture is oriented so the line is on the students' left. Point to the circle prior to providing the teaching statement. Repeat for the next six pictures.	**"The circle is first in line."** **"The circle is first in line."** **"The circle is first in line."** **"The circle is NOT first in line."** **"The circle is NOT first in line."** **"The circle is NOT first in line."** **"The circle is first in line."** The students are not expected to respond.
Check group understanding by asking if the picture is or is not the target concept.	Place the pictures used to check understanding on the table one at a time.	**"Is the circle first in line or NOT first in line?** • *First* • *First* • *NOT First* *Feedback:* If students make a correct response: **"Yes, the circle is —________ in line."** If students make an incorrect response: • Immediately model the correct response. • Ask the students a second time, **"Is the circle first in line or NOT first in line?"** • Present other pictures. • Go back to the picture a third time after the other pictures have been presented.
Provide individual turns recognizing the target concept.	Place all the pictures in a stack. Flip over the first picture. Repeat this procedure with the other pictures for each child.	**"You will each get a turn to tell me if the circle is first in line or NOT first in line."** **"________, look at this picture. Is the circle first in line or NOT first in line?"**

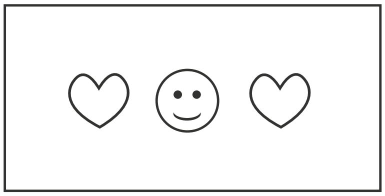
How To Evaluate Learning

Present picture cards with new objects. For example:

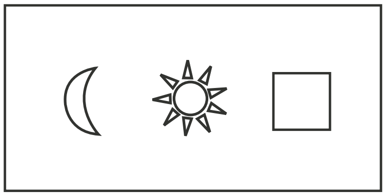
"Is the X first in line or NOT first in line?"



"Is the smiley face first or NOT first in line?"



"Is the moon first or NOT first in line?"



**Other concepts that could be taught using this strategy include: on, not on, under, above, beginning, last, middle, between, front, etc.

References

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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VOCABULARY

I. Examples-Lesson 2:

Review Strategy—Generalization Examples

Lesson Objective

The student will use objects to demonstrate understanding of the target concept.

Corresponding TEKS objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- This strategy is designed to review a target concept by having students manipulate blocks.
- It may be used with students in kindergarten through second grade or with older students who have difficulty understanding basic concepts.
- The teacher asks students to demonstrate a target word using blocks.
- The students respond by manipulating objects to represent a target word.
- The ability to use examples is a critical step in the development of basic concepts and vocabulary.
- Effective instruction will allow students to encounter the target word multiple times in different contexts.
- Teacher wording must be consistent.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the concept not.
- Recognize the colors (e.g., red, blue) used in the examples.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are critical to understanding the story and are not explained in the text.
- Target words are basic concepts (e.g., first, last).
- Target words are concepts that will be frequently encountered in many contexts.

Materials and Examples

- Set of blocks of different colors (e.g., red, blue, green, yellow) for each student.
- White boards, dry-erase markers, and erasers to draw a clear starting point that can be manipulated.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the target concept.		**"Yesterday we learned about the concept *first* in line."** **"What word did we learn about? Yes, *first* in line."**
Show the students the materials they will be using to demonstrate the target concept.	Display the different colored blocks. Draw a line on the dry-erase board.	**"Today you are going to use these blocks** (point to the blocks) **to show me *first* in the line."** **"See this line? I will tell you which block will be *first* and then you will line up the blocks."**
Model how to use the materials to demonstrate the target concept.	Place the blocks in a random stack.	**"My turn. I will make the blue block *first* in the line."** Line up the blocks with the blue block *first*. **"The blue block is *first*."** Line up the blocks with the blue block second in line. **"The blue block is NOT *first*."**
Have all students use their blocks to demonstrate the target concept.	Mix up the blocks and place them in random order. Ask the students to show you *first* and NOT *first*.	**"________ make the red block *first*."** **"________ make the red block NOT *first*."** *Feedback:* If students make a correct response: • **"Yes, the red block is *first*."** • **" Yes, the red block is NOT *first*."** If students make an incorrect response: • Immediately model the correct response. • Say, "**The red block is *first*.**" • Mix up the blocks. • Repeat the item.

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Instructional Feature	What To Do	Explicit Instruction
Have students work with a partner to review previously taught concepts.	Provide each pair of students with the same four different colored blocks. Monitor students as they work in pairs. Provide them with feedback as necessary.	**"Now you are going to take turns being the teacher. You will tell your partner which block should be *first*. You can also tell your partner which block should NOT be *first*. Let your partner know if he or she did it right."**

How To Evaluate Learning

- Have the student choose four friends. Tell the child that his or her friends need to line up for recess. Tell him or her to make ________ ***first***. After the student has done this, have the friends get out of order. Repeat this procedure for other places in the classroom.

- Have the student complete a pencil and paper task. Make a sheet with items in line and have the student mark (e.g., circle, X, color) the one that is ***first*** in line.

For example:
Drinking fountain: girl 1, boy 1, boy 2, girl 2 (mark girl 1).
Door: boy 1, boy 2, boy 3, boy 4, girl 1 (mark boy 1).
Cookie: boy 1, girl 1, girl 2, boy 2, girl 3 (mark girl 3).
Girl bending over to smell flowers: daisy 1, daisy 2, daisy 3, daisy 4, daisy 5, daisy 6 (mark daisy 1).

References

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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VOCABULARY

I. Examples-Lesson 3:

Expansion Strategy—Examples in Sentences

Lesson Objective

The student will use the target concept in a sentence.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- This strategy is designed to teach students to use a target concept in a sentence.
- It may be used with students in kindergarten through second grade or with older students who have difficulty understanding basic concepts.
- The teacher asks the student to tell him or her about where an object is located.
- The students respond by using the target concept in a sentence to describe the location of an item.
- The ability to use examples is a critical step in the development of basic concepts and vocabulary.
- Effective instruction will allow the students to encounter the target word different times in multiple contexts.
- Teacher wording must be consistent.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the concept not.
- Recognize the objects (e.g., toy animals) used in the activity.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are critical to understanding the story and are not explained in the text.
- Target words are basic concepts (e.g., first, last).
- Target words are concepts that will be frequently encountered in many contexts.

Materials and Examples

- High interest objects that are easily manipulated (e.g., toy animals, play food).
  For example, objects used to teach the concept *first* include:

toy turtle	**toy rabbit**	**toy duck**	**toy dog**	**toy cat**	**toy pig**	**toy frog**	**toy elephant**

- White board, dry-erase markers, and erasers to draw a clear starting point that can be manipulated.

Instructional Sequence

Instructional Feature	What To Do	What To Say
Introduce the target concept.		**"We have been learning about the word *first* in a line."** **"What word did we learn about? Yes, *first* in line."**
Show students the materials they will be using to demonstrate the target concept.	Display the different animals. Draw a line on the dry-erase board.	**"Today you are going to tell me if an animal is *first* or NOT *first*."** **"See this line? This is where the animals will line up."**
Model using the target concept in a sentence to describe the object's location.	Place the animals in a row after the starting line. Make the turtle *first*.	**"Let me show you how to do it."** **"Where is the turtle?"** **"The turtle is *first*."** Mix up the animals and make the elephant first. **"Let me do one more. Where is the turtle? The turtle is NOT *first*. The elephant is *first*."**
Provide individual turns using the target concept in a sentence to describe an object's location.	Mix up the animals and place them in random order. If necessary, remind students to tell you the whole sentence.	**"Now you try. —________ Where is the dog?"** *Feedback:* If students make a correct response: • **"Yes, the dog is *first*."** If students make an incorrect response: • Immediately model the correct response. • Say, **"The dog is *first*, or The dog is NOT *first*."** • Mix up the animals. • Repeat the item.

How To Evaluate Learning

- Have students draw a picture and tell you which one is *first*.
- When the students are standing in line to go to lunch, music, PE, library, or recess, ask the students, **"Where is _________ in line?"** The students respond, **" _________ is *first* in line,"** or **"_________ is NOT *first* in line."**

References

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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VOCABULARY

II. Synonyms-Lesson 1:

Initial Instructional Strategy—Synonyms

Introduction

In this three-lesson strategy set, a strategy to explicitly teach the meaning of a target word through its synonym is introduced. The synonym is first provided for the target word and students identify pictures that represent the target word. Next, students are taught to complete sentences using the target word and its synonym. Then, students write original sentences using the target word and its synonym. This strategy set can be used when students have the language skills necessary for a concept to be explained by a synonym known to the students.

Lesson Objective

The student will provide a synonym (a known word that means the same) for the target word.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- The ability to use synonyms is a critical step in the development of new vocabulary. This strategy is designed to teach students the meaning of a target word through a synonym.
- It may be used with students in first through third grades, or with older students who have difficulty understanding new vocabulary they encounter in their content reading.
- The teacher provides a synonym for the target word that students will encounter in their reading.
- The students respond by identifying pictures that represent the target word.
- Once a synonym for a target word has been taught, it is best for students to encounter the target word multiple times in different contexts.
- A combination of strategies, for example using synonyms and definitions together, is a more effective way of teaching new vocabulary than using one method alone.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the concept *same*.
- Understand the synonym used to teach the meaning of the target word.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are critical to understanding the story and are not explained in the text.
- Target words are words that will be encountered in many contexts.
- Select two to four target words to teach prior to reading the text.

Materials and Examples

- Story or text (includes content area materials) that contains the target word.
- Pictures that provide positive and negative examples.
  For example, pictures to be used with the target word *gigantic* include:

Elephant next to a small boy	**Toy semi-truck next to a small boy**	**Semi-truck next to a small boy**	**Tall building next to a small boy**	**Small bird next to a small boy**

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the target word.	Hold up the new book.	**“Today we are going to read ________.”** **“In this book, we will read the word *gigantic*.”** **“What word will we read? Yes, *gigantic*.”**
Provide the synonym for the target word.		**“*Gigantic* means the same as huge.”** **“What does *gigantic* mean?”** *Feedback:* If students make a correct response: • **“Yes! *Gigantic* means huge.”** If students make an incorrect response: • Immediately model the correct response (e.g., **Gigantic means huge.**)

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Instructional Feature	What To Do	Explicit Instruction
Provide students with positive and negative examples of the target word.	Place the pictures listed in the materials section on the table one at a time.	**"Look at each picture and I will tell you about *gigantic*."** • **"The elephant is *gigantic*."** • **"The toy truck is NOT *gigantic*."** • **"The semi-truck is *gigantic*."** • **"The building is *gigantic*."** • **"The bird is NOT *gigantic*."**
	Place the pictures in a stack, face-down, then turn them over one at a time.	**"Now, look at each picture and tell me, is this *gigantic* or NOT *gigantic*?"** • Elephant (*gigantic*) • Toy semi-truck (NOT *gigantic*) • Semi-truck (*gigantic*) • Tall building (*gigantic*) • Bird (NOT *gigantic*) *Feedback:* If students make a correct response: • **"How did you know?"** (Student response: It is huge.) If students make an incorrect response: • Immediately model the correct response • Provide the correct synonym • Go back to the picture a second time.
Read the sentence that contains the target word. Reread the sentence using the synonym instead of the target word.	Hold up the book.	**"Listen to the way *gigantic* is used in this story."** **"The *gigantic* man could not fit through the doorway. I'll say this another way. The HUGE man could not fit through the doorway."**
Connect the target word to the context of the book.	Read the new book.	Repeat this procedure for the other target words introduced today. **"Let's listen to how *gigantic*** (and other target words) **is used in our new book."**

How To Evaluate Learning

- Have the students match the target concept to its synonym.
- Have students make a list of things they think best represents the target word (e.g., for the word *gigantic*, the students list dinosaur, whale, ocean, plane).

References

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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VOCABULARY

II. Synonyms-Lesson 2:

Review Strategy—Using Synonyms to Complete Sentences

Lesson Objective

The student will use the target word and its synonym (a known word that means the same) to complete sentences.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- The ability to use synonyms is a critical step in the development of vocabulary. This strategy is designed to review a target word and its synonym by using them to complete sentences.
- It may be used with students in first through third grades, or with older students who have difficulty understanding new vocabulary they encounter in their content reading.
- The teacher provides an incomplete sentence.
- The students respond by completing sentences with the target word and its synonym.
- a synonym for a target word has been taught, it is best for students to encounter the target word multiple times in different contexts.
- A combination of strategies, for example using synonyms and definitions together, is a more effective way of teaching new vocabulary than one method alone.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the concept *same*.
- Understand the synonym used to teach the meaning of the target word.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are critical to understanding the story and are not explained in the text.
- Target words are words that will be encountered in many contexts.
- Select two to four target words to teach prior to reading the text.

Materials and Examples

- Story or text (includes content area materials) that contains the target word.
- Pictures that represent the target word and previously presented target words. For example, pictures to be used with the target word *gigantic* include:

Mountain next to a little boy	**Small bike next to a large man**	**Tall tree next to a small boy**	**Flower next to a giant cactus**

For example, here are pictures to be used with a previously learned target word *hideous*:

Witch with a large wart on her nose	**Fairy princess**	**Handsome little boy**	**Ogre**

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Reintroduce the target word.	Hold up yesterday's book.	**"Yesterday we read ________.“** **"In this book, we read the word *gigantic*."**
		***"Gigantic* means the same as huge."** **"What does *gigantic* mean?"** *Feedback:* If students make a correct response: • **"Yes! *Gigantic* means huge."** If students make an incorrect response: • Immediately model the correct response (e.g., ***Gigantic* means huge.**).

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide students with opportunities to identify pictures that do and do not represent the target word (and previously learned words).	Place the pictures listed in the materials section on the table one at a time (all).	**"Tell me what you see in this picture:** A mountain, a little boy. **Is the mountain or the little boy *gigantic*?"** Mountain. Repeat with other items: • Small bike/large man • Tall tree/small boy • Flower/large cactus **"Is this hideous or NOT hideous?"** • Witch (*hideous*) • Fairy princess (NOT *hideous*) • Handsome little boy (NOT *hideous*) • Ogre (*hideous*) *Feedback:* If students make a correct response: • **"Yes, the _____ is *gigantic*."** If students make an incorrect response: • Immediately model the correct response. • the correct synonym. • Go back to the picture a second time.
Use the synonym to complete sentences.	Place the pictures listed in the materials section on the table one at a time (only the pictures that were answered with a yes in the previous step).	(Show first picture) **"We climbed the *gigantic* mountain. I'll say it another way. We climbed the huge mountain."** (Show second picture) **"The boy stood next to the *gigantic* tree. Now you try saying it another way. He stood next to the** (huge) **tree."** Repeat with the remaining pictures.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Use the target word to complete sentences.		**"I am going to say some sentences and I want you to finish a sentence using one of our target words."** • **"The animal wouldn't fit through the door. It was** (*gigantic*)**."** • **We could not look at the monster because it was** (*hideous*)**."** Repeat with the remaining words. *Feedback:* If students make an incorrect response: • Immediately model the correct response. • Provide the correct synonym. • Go back to the sentence a second time.
Have the students substitute the synonym for the target word in the context of the book.	Reread the book.	**"Look, here is our new word!"** **"The *gigantic* man could not fit through the doorway."** **"We could also say the huge man could not fit through the doorway."**

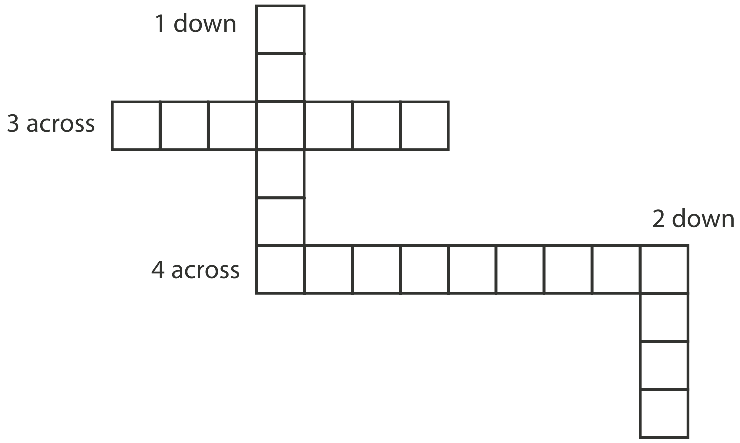
How To Evaluate Learning

- Have students match the target word to its synonym.
- Have students complete a crossword puzzle using their new and old target words.

Down
1. Trip
2. Wet

Across
3. Huge
4. Tired

Word Bank
damp
exhausted
gigantic
voyage



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VOCABULARY

II. Synonyms-Lesson 3:

Expansion Strategy—Synonyms in Original Sentences

Lesson Objective

The student will use the target word in an original sentence.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- This strategy is designed to teach students to use the target word and its synonym in original sentences.
- It may be used with students in first through third grades, or with older students who have difficulty understanding new vocabulary they encounter in their content reading.
- The teacher prompts the students for how the target word could be used, and then models the target word in an original sentence.
- The students respond by using the target word in an original sentence.
- Once a synonym for a target word has been taught, it is best for students to encounter the target word multiple times in different contexts.
- A combination of strategies, for example using synonyms and definitions together, is a more effective way of teaching new vocabulary than one method alone.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand and know the meaning of the target words and their selected synonyms.
- Write a simple sentence.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are critical to understanding the story and are not explained in the text.
- Target words are words that will be encountered in many contexts.
- Select two to four target words to teach prior to reading the text.

Materials and Examples

- Story or text (includes content area materials) that contains the target word.
- Paper and writing materials.

Instructional Sequence

Instructional Feature	What To Do	What To Say
Reintroduce the target word.	Hold up the book.	**"Yesterday we read ________. In this book, we read the word *gigantic*."**
Check that students are very familiar with the meaning of the target word by producing its synonym.		**"What does *gigantic* mean?"** *Feedback:* If students make a correct response: • **"Yes! *Gigantic* means huge."** If students make an incorrect response: • Immediately model the correct response (e.g., ***Gigantic* means huge.**)
Ask the students how the target word was used in the book.	Hold up the book.	**"What was *gigantic* in this book?"**
Relate the target word to the students' personal experiences.	Call on two to three students.	**"Tell me about something you've seen that was *gigantic*."**
Provide an example of the target word in a sentence.		**"I can use *gigantic* in a sentence."** **"The *gigantic* dog scared me."** **"I could say that another way. The huge dog scared me."**
Provide opportunities for students to use the target word in a sentence.	Call on two to three students.	**"Now it is your turn to use *gigantic* in a sentence."** **"________, tell me a sentence using *gigantic*."** **"Excellent! Now say it another way."**
Provide opportunities for students to use the target word in their writing.	Hand out paper and writing materials.	**"Now, I want everyone to write a sentence using *gigantic*. If there is time, you may draw a picture to go with your sentence."**
Allow the students to share their original sentences containing the target word.	Display the sentences.	**"You have all done such a nice job using *gigantic* in a sentence. Who would like to share his or her sentence?"**

How To Evaluate Learning

- Have students match the target word to its synonym.
- Have students complete a fill-in-the-blank exercise.

For example,

Fill in the blanks in the sentences with the words below:

damp exhausted gigantic journey

1. The _________ dog scared the little boy.
2. The girl was _________ after her race.
3. It was too bad the clothes in the dryer were _________.
4. The _________ would take them to a sunny beach.

- Have the students write a sentence using the target word and then check for understanding by writing it with the synonym.

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VOCABULARY

III. Definitions-Lesson 1:

Initial Instructional Strategy—Definitions

Introduction

In this three-lesson strategy set, a strategy to explicitly teach new vocabulary words through the use of definitions is introduced. The new vocabulary word is first defined using categories and descriptors. Next, a strategy to teach students how to answer questions using the new vocabulary word is introduced. Then, students relate the new vocabulary word to their personal experiences and use the word in an original sentence. This strategy set can be used when students have the language skills necessary to understand an explanation, and when the concept cannot be explained with a synonym known to the learner.

Lesson Objective

The student will provide a definition that includes the category (e.g., bird belongs to the category animal) and at least one descriptor (e.g., for bird, a descriptor would be it has feathers) of the target word.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- The ability to define words is a critical step in the development of vocabulary. This strategy is designed to teach students to provide a definition that includes the category and at least one descriptor of a target word.
- It may be used with students in second through third grade, or with older students who have difficulty defining and using vocabulary they encounter within their content area reading.
- The teacher defines a vocabulary word the students will encounter in their reading.
- Students respond by producing the parts of the definition and indicating pictures that represent the target word.
- Effective instruction will allow students to encounter the target word multiple times in different contexts.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce the categories of basic words. (e.g., bird belongs to the category animal).
- Understand the concept not and different.
- Understand the words used in the definition.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are critical to understanding the story and are not explained in the text.
- Target words are words that will be encountered in many contexts.
- Two to four target words should be selected and taught prior to reading the text.
- Words that refer to physical objects are easier to teach than words that refer to abstract ideas (e.g., treasure vs. idleness).

Materials and Examples

- Story or text (includes content area materials) that contains the target word.
- Pictures that provide positive and negative examples.
- For example, pictures to be used with the target word *treasure* include:

Diamond ring	**Rock**	**Empty chest-like box**	**Chest-like box full of gold**

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the target word.	Hold up the new book.	**"Today we are going to read ________."** **"In this book, we will read the word *treasure*."** **"What word will we read?"** *treasure* **"Yes, *treasure*."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Identify the category or class to which the target word belongs.		**"I'll tell you two things about *treasure*."** **"First: A *treasure* is an object."** **"What is one thing you know about *treasure*?"** *Feedback:* If students make a correct response: • **"Yes, it is an object."** If students make an incorrect response: • Immediately model the correct response. • Ask the question again.
Specify how the target word differs from other concepts that belong to the same category.		**"The second thing you need to know is that a *treasure* is different from other objects because it is worth a lot."** **"How is *treasure* different from other objects?"** *Feedback:* Use procedures from previous step.
Provide the students with the definition of the target word.		**"So, a *treasure* is an object that is worth a lot."** **"What's one thing we know about a *treasure*?** (It's an object.) **"What's another thing we know about a *treasure*?"** (It's worth a lot). *Feedback:* Use procedures from previous step.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide students with positive and negative examples of the target word.	Place the pictures listed in the materials section on the table one at a time.	**"Is this a *treasure* or NOT a *treasure*?"** • **diamond ring** (*treasure*) • **rock** (NOT a *treasure*) • **empty box** (NOT a *treasure*) • **chest full of gold** (*treasure*) *Feedback:* If students make a correct response: • **"How do you know?"** If students make an incorrect response: • Immediately model the correct response. • Provide the correct definition. • Go back to the picture a second time.
Provide an example of the target word in the context of the book.	Hold up the new book.	**"Listen to the way *treasure* is used in the story."** Read the story.

How To Evaluate Learning

- Have students make a list of *treasures* (orally or in writing).

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III. Definitions-Lesson 2:

Review Strategy—Using Definitions to Answer Questions

Lesson Objective

The student will use the target word to answer questions.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- The ability to define words is a critical step in the development of vocabulary. This strategy is designed to teach students to use the target word to answer questions.
- It may be used with students in second through third grade, or with older students who have difficulty defining and using vocabulary they encounter within their content reading.
- The teacher asks a question using the definition of the target word.
- The students answer the question using the target word.
- Effective instruction will allow students to encounter the target word multiple times in multiple contexts.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce the categories of basic words. (e.g., bird belongs to the category animal).
- Understand the words used in the definition.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are critical to understanding the story and are not explained in the text.
- Target words are words that will be encountered in many contexts.
- Two to four target words should be selected and taught prior to reading the text.
- Words that refer to physical objects are easier to teach than words that refer to abstract ideas (e.g., treasure vs. idleness).
- Words introduced in earlier lessons will be targeted within the review activity.

Materials and Examples

- Story or text (includes content area materials) that contains the target word.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Reintroduce the target word.	Hold up the book.	**"Yesterday we read _______. In this book, we read the word *treasure*."**
Review the definition of the target word.		**"A *treasure* is an object that is worth a lot."** **"What's one thing we know about a *treasure*?"** It's an object. **"What's another thing we know about a *treasure*?"** It's worth a lot. *Feedback:* If students make an incorrect response: • Immediately model the correct definition. • Ask them for the definition a second time.
Provide students with opportunities to finish sentences using the definition.		**• "She keeps her *treasure* in the safe. Another way of saying that is: She keeps an object that is worth a lot in the safe."** **• "She is sad because she lost her *treasure*. I want you to say it another way. She is sad because she lost an …"** object that is worth a lot. **• "Let's try another one! The pirates found the buried treasure. I want you to say it another way. The pirates found the buried …"** object that is worth a lot. *Feedback:* If students make an incorrect response: • Immediately model the correct response. • Provide the correct definition. • Go back to the picture a second time.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide students with opportunities to answer questions using the target word.		**“I am going to say some sentences, and then I want you to use our target words to answer some questions.”** • **“The woman found her object that was worth a lot under the couch. What did the woman do?”** She found her treasure. • **“The object that was worth a lot was in the museum. What was in the museum?”** The treasure.
Provide the definition of the target word in the context of the book.	Hold up the new book.	**“Listen to the way *treasure* is used in the story.”** Read one to three sentences in the book that contain the target word. Substitute the definition for the target word. **“The girl found the *treasure* in the old tree house. We could say that part of the story another way. The girl found the object that was worth a lot in the tree house.”**

How To Evaluate Learning

- Have students tell you which word goes with another word. For example: “What goes with *treasure*? An object worth a lot or an object worth nothing?”
- Have students make a list of *treasures* (orally or in writing).

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Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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III. Definitions-Lesson 3:

Expansion Strategy—Definitions in Original Sentences

Lesson Objective

The student will use the target word in an original sentence.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- The ability to define words is a critical step in the development of vocabulary. This strategy is designed to teach students to use a target word in an original sentence.
- It may be used with students in second through third grade, or with older students who have difficulty defining and using vocabulary they encounter within their content area reading.
- The teacher prompts students for how the target word relates to them and models the use of the target word in an original sentence.
- The students respond by using the target word and its definition in original sentences.
- Effective instruction will allow students to encounter the target word multiple times in different contexts.
- A combination of strategies, for example using synonyms and definitions together, is a more effective way of teaching than one method alone.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce the definition of a previously taught word.
- Write a simple sentence.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are critical to understanding the story and are not explained in the text.
- Target words are words that will be encountered in many contexts.
- Two to four target words should be selected and taught prior to reading the text.
- Words that refer to physical objects are easier to teach than words that refer to abstract ideas (e.g., treasure vs. idleness).

Materials and Examples

- Story or text (includes content area materials) that contains the target word.
- Writing materials and paper for the students.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Reintroduce the target word.	Hold up the new book.	**"We have read the word *treasure* in the book _______."** **"What word did we read? Yes, *treasure*."**
Ask students for the definition of the target word.		**"What are two things you know about *treasure*?"** *Feedback:* If students make an incorrect response: • Immediately model the correct definition. • Ask them for the definition a second time.
Ask students how the target word was used in the book.	Hold up the book.	**"What was the *treasure* in this book?"**
Relate the target word to the students' personal experiences.	Call on two or three students.	**"Have you ever seen an object that could be called a *treasure*? Tell me about it."**
Provide an example of the target word in a sentence.		**"Now I'll use the word *treasure* in a sentence."** **"The little boy found a *treasure* on his way home from school."** **"I can say that another way using our definition. The little boy found an object that was worth a lot on his way home from school."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide opportunities for students to use the target word in an original sentence.	Hand out writing materials and paper.	**“Now you use *treasure* in a sentence of your own.”** **“Now write your sentence another way using the definition. If there is time, you may draw a picture to go with your sentence.”** *Feedback:* If students have difficulty using the target word in a sentence of their own, prompt students with the previously described personal experiences.
Allow students to share their original sentences.	Display the sentences.	**“You have all done such a nice job using *treasure* in a sentence. Who would like to share his or her sentence?”**

How To Evaluate Learning

- Have students use the new word in an original sentence (orally or in writing) and then have them rewrite the sentence another way using the definition.
- Have students make a list of *treasures* (orally or in writing).

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Carnine, D. W., Silbert, J., & Kame’enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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VOCABULARY

IV. Elaboration-Lesson 1:

Initial Instructional Strategy—Describing Vocabulary Through Elaboration

Introduction

In this three-lesson strategy set, a strategy to explicitly teach the addition of descriptive words to objects (and actions) is introduced. Elaboration is first taught by having students develop a list of words to describe a picture. Next, students are taught to insert a detail into an existing sentence. Then, students create an original sentence using at least one describing word. This strategy set can be used when students have the language skills necessary to develop a sentence, but do not provide details with the sentence.

Lesson Objective

The student will provide a detail that describes an object or action.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- This strategy is designed to teach students to develop a list of details for a picture.
- It may be used with students in kindergarten through second grade, or with older students who have difficulty providing details in their writing.
- The teacher demonstrates how to develop a list of details for a specific picture.
- Students respond by developing lists of details for other words.
- The ability to use elaboration is a critical step in the development of descriptive vocabulary.
- Effective instruction will allow students to elaborate on a word in different contexts. For example, if providing elaboration for the word *dog*, details can be developed for a dachshund and then a cocker spaniel.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the word to be described and its context.
- Understand words that are used to describe (e.g., color, size).

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are words that will be encountered in many contexts.
- Objects will be elaborated upon prior to actions.
- The elaboration of one detail is used prior to adding more details.

Materials and Examples

- Pictures of objects in color with specific details.
  For example, pictures can include:

Apple tree
Words that tell more:
large, leafy, green

Sheep dog
Words that tell more:
large, shaggy, grey

Chihuahua
Words that tell more:
small, brown

Ocean
Words that tell more:
salty, blue, giant

House
Words that tell more:
old, ruined, scary

Fish
Words that tell more:
spotted, silver, tiny

- Writing materials and a writing surface (e.g., white board and dry-erase markers, butcher paper and markers).

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Describe the activity for telling more about words.		**"We are going to learn how to describe or tell more about words in a sentence to make our writing more interesting."** **"Describing words tell more about other words in the sentence."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Demonstrate the development of a list of describing words.	Place the first picture on the table.	**"This is a tree. That does not tell us very much about the tree."** **"I can think of words that tell more about this tree."** **"big, green, leafy"**
	Use the writing materials and surface to generate the list.	Write each word after it is produced. **I can say:** • **the big tree** (write tree after big) • **the green tree** (write tree after green) • **the leafy tree (**write tree after leafy) **I can even say the big, green, leafy tree to tell even more about this tree.**
Provide group with opportunities to produce lists of details with other pictures.	Place the next picture on the table.	**"This is a dog. That does not tell me very much about this dog."** **"Tell me some words that tell me more about this dog."** Example words: large, hairy, shaggy, grey.
	Use the writing materials and surface to generate a list of details for each picture.	Write each word after it is produced. *Prompts:* • **Specific** (e.g., **Tell me about the size/color of the dog.**) • **Options** (e.g., **Is the dog big or small?**) **"Excellent job! You thought of words that tell me more about this dog."** **I can say:** • **the big dog** (write dog after big) • **the hairy dog** (write dog after hairy) • **the grey dog** (write dog after grey) **I can even say the big, hairy, grey dog to tell more about this dog.** Repeat for each picture.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide individuals with opportunities to produce a phrase that includes at least one detail.	Shuffle the pictures.	**"Now you will each take a turn describing a picture. You will tell us at least one thing that tells us more about the picture and what the picture is."** **"I will go first."** Take the first picture from the pile. **"The spotted, silver fish."** **"_________, take a picture and tell us at least one thing that tells us more about the picture and what the picture is."**

How To Evaluate Learning

- Present picture cards with new objects. For example:

Whale	**Piano**	**Cowboy hat**
Words that tell more: great, blue, giant	Words that tell more: little, pink, shiny	Words that tell more: white, black spotted

- Ask students to provide you with a list of details to describe each picture.
- Ask students to provide you with a detail and the object (e.g., the giant whale).

References

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

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VOCABULARY

IV. Elaboration-Lesson 2:

Review Strategy—Elaboration in Sentences

Lesson Objective

The student will add at least one detail to a sentence.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- This strategy is designed to teach students to add describing words to sentences.
- It may be used with students in first through second grade, or with older students who have difficulty providing details in their writing.
- The teacher presents cut up sentences.
- Students respond by providing describing words and inserting them into the cut up sentences.
- The ability to use elaboration is a critical step in the development of descriptive vocabulary.
- Effective instruction will allow students to elaborate on a word in multiple contexts. For example, if providing elaboration for the word *dog*, details could be developed for a dachshund and then a cocker spaniel.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the word to be described and its context.
- Understand words that are used to describe (e.g., color, size).
- Read a simple sentence with teacher support.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are words that will be encountered in many contexts.
- Objects will be elaborated upon prior to actions.
- The elaboration of one detail is used prior to adding more details.
- One word in a sentence will be elaborated prior to several words in a sentence being elaborated.

Materials and Examples

- Word cards: Each word used in a sentence (except the detail cards) is written on a plain white card.
- Blank blue cards: As students develop the details, each detail word is written on a blue card.
- Writing materials.
  For example, sentences can include:

						Blue cards		
The	**boy**	**sat**	**by**	**the**	**tree**	**big**	**green**	**leafy**
The	**dog**	**jumped**	**on**	**the**	**couch**	**dirty**	**muddy**	**brown**
The	**pumkin**	**sat**	**in**	**the**	**field**	**orange**	**scary**	**tiny**
The	**shark**	**swam**	**in**	**the**	**ocean**	**grey**	**hungry**	**mean**
My	**dad**	**wore**	**his**	**shirt**		**goofy**	**striped**	**old**
The	**ball**	**was**	**in**	**the**	**game**	**red**	**round**	**hard**

(Pictures may be added to help students who are not yet reading simple sentences.)

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Describe the activity for using words than tell more in sentences.		**"We have been thinking of words that tell more about other words. Today we will add words that tell more to make sentences."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Demonstrate how to insert a describing word into a sentence.	Place the first sentence on the table one word at a time (if working with nonreaders, place the picture on the table, too). Write each detail word on a blue card. Move the cards to make room for the blue card. Move the blue card into the sentence.	**"Read this sentence with me."** **"The boy sat by the tree."** **"I will think of some words that tell me more about the tree."** **big, green, leafy** Write each word on a blue card. Insert the blue cards into the sentence one at a time. **I can say:** • **The boy sat by the *big* tree.** • **The boy sat by the *green* tree.** • **The boy sat by the *leafy* tree.** **I can even say:** **The boy sat by the *big, green, leafy* tree."**
Provide group with opportunities to insert describing words in sentences.	Place the next word cards that make a sentence on the table. Call on two or three students to provide a detail. Write each detail word on a blue card. Move the cards to make room for the blue card.	**"Read this sentence with me."** **"The dog jumped on the couch."** **"What are some words that tell me more about the dog?"** Example words: muddy, dirty, brown. Write each word on a blue card after it is produced. *Prompts:* • Specific (e.g., **Tell me about the size/color of the dog.**) • Options (e.g., **Is the dog big or small?**) After each word, have the students read the new sentence. **"Excellent job! Read me the sentence with detail."** **The *muddy* dog jumped on the couch.** **The *muddy, brown* dog jumped on the couch.** Repeat for each sentence.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide individuals with opportunities to add at least one describing word to a sentence.	Provide each student with one "cut up" sentence. Provide each student with one to three blue cards to describe an object in the sentence.	**"Now you will each take a turn adding words that tell more to a sentence."** **"Read your sentence."** **"Write one word that tells more on a blue card. You can write another on a second blue card if you want."** **"Put your words that tell more into the sentence."** **"Read your new, more interesting sentence."**
Make a connection with text.	Hold up the new book.	**"Today we are going to read ________. In this book, you will hear words that tell us more about other words."** **"Listen to this sentence. The boy leaned against the OLD OAK tree."** **"It could have said: The boy leaned against the tree."** **"Which provided you with a clearer picture of the tree?"** **"Listen for other details in this story."**

How To Evaluate Learning

- Present students with sentences. Mark a word that students will provide details for. Ask students to rewrite the sentence with the added detail.

For example:

- The butterfly flapped its *wings*.
- The *doughnut* lay on the plate.
- The girl jumped into the *pool*.
- Can you see the *deer*?
- The *boy* read the book.

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VOCABULARY

IV. Elaboration-Lesson 3:

Expansion Strategy—Elaboration in Self Generated Sentences

Lesson Objective

The student will provide at least one detail that describes an object or an action within an original sentence.

Corresponding TEKS Objectives

K.4, 1.4, & 2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

K.8, 1.11, & 2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- This strategy is designed to teach students to use describing words in original sentences in order to make them more interesting to a reader.
- It may be used with students in first through second grade, or with older students who have difficulty providing details in their writing.
- The teacher provides pictures that serve as writing prompts for the students.
- Students respond by including at least one describing word in an original sentence.
- The ability to use elaboration is a critical step in the development of descriptive vocabulary.
- Effective instruction will allow students to elaborate on a word in different contexts. For example, if providing elaboration for the word *dog*, details could be developed for a dachshund and then a cocker spaniel.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the word to be described and its context.
- Understand words that are used to describe (e.g., color, size).
- Write a simple sentence with teacher support.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- Target words are words that will be encountered in many contexts.
- Objects will be elaborated upon prior to actions.
- The elaboration of one detail is used prior to adding more details.
- One word will be elaborated in a sentence prior to several words in a sentence being elaborated.

Materials and Examples.

- Color pictures of objects doing something, with specific details.
  For example, pictures for the task include:

Fish swimming in an aquarium. Words that tell more: small, shiny, silver	**A bug crawling on a branch.** Words that tell more: icky, spotted, red	**A car driving on a bridge.** Words that tell more: yellow, big, old
A child falling in a mud puddle. Words that tell more: little, pretty, silly	**A girl pulling a wagon.** Words that tell more: red, shiny, new	**A horse going into a barn.** Words that tell more: white, young, big

- Writing materials and a writing surface for each student (e.g., pencil and paper).

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Describe the activity of writing a sentence with describing words.		**"We have been learning about words that tell more. Today you are going to make up your own sentences with words that tell more. Watch how I do this. Look at this first picture."**
Demonstrate how to use the picture as a prompt to write a sentence with at least one describing word.	Place the first picture on the table. Use the white board to write the sentence for students to see.	**"I see a fish swimming in an aquarium. I can tell more about the fish."** **"I see a small, shiny fish swimming in the aquarium."** Watch me write the sentence. **"I could have added more detail if I had written: I see a small, shiny fish swimming in the giant aquarium."** Model one more example

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide individuals with opportunities to use describing words in original sentences.	Give each student the writing materials. Give each student a picture.	**"I will hand each of you a picture. Write a sentence using words that tell more about other words. Remember, this will make your writing more interesting."** *Prompts:* • Specific (e.g., **Tell me about the size/color of the __________**.) • Options (e.g., **Is the __________ big or small?**) Monitor each student's writing. **"Excellent job! Read me the sentence with words that tell more."**
Provide individuals with opportunities to share their original sentences with describing words.	Call on two to three students.	**"You have all done such a nice job using words that tell more in your own sentences. Your writing is very interesting. Who would like to share his or her sentence?"**

How To Evaluate Learning

- Present pictures to students. Ask students to write sentences about the pictures using words that tell more about other words.

For example:

- A *dragon* breathing fire.
- A *ballerina* twirling.
- A *soccer ball* being kicked into a goal.
- A *crow* eating a piece of corn.
- A snowman melting in the *sun*.

References

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: National Academy Press.

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VOCABULARY

V. Context-Lesson 1:

Initial Instructional Strategy—Teaching Identified Vocabulary through Context

Introduction

In this three-lesson strategy set, a strategy to explicitly teach how to find the meanings of new vocabulary words in context is introduced. The strategy is first used when students find the meaning of a pre-selected word in context. Next, students are taught to find the new word and its meaning. Then, students use the new word in an original sentence and provide its meaning in the context of the sentence. This strategy set can be used when students have the language skills necessary to understand that synonyms, definitions, and inferences provide the meanings of new words and that these meanings can be found in the context of a story.

Lesson Objective

The student will find a word or definition in connected text that means the same thing as the new word.

Corresponding TEKS Objectives

2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- The ability to use context is a critical step in the development of vocabulary because it allows students to figure out the meanings of new words they will encounter on their own. This strategy is designed to teach students to use the words surrounding an unknown word to figure out a new word's meaning.
- It may be used with students in second through third grade, or with older students who have difficulty figuring out an unknown word's meaning.
- The teacher brings attention to the new word and that there is a word near it that means the same thing.
- Students respond by identifying the synonym or definition of the new word.
- Effective instruction will allow students to use this strategy with many types of context (e.g., synonyms and definitions).

Necessary Preskills

For students to be successful, they need to be able to:

- Decode simple text.
- Use synonyms and definitions to understand the meanings of new words.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- The new words are words that will be encountered in many contexts.
- Students have an easier time using the context to find the meaning of a new word when the definition or synonym is located close to the new word.
- Students need to have multiple exposures to the target words.

Materials and Examples

- Passages or book with the new words underlined.

Example text:

- Sam saw a flock of birds. The big group of birds was in the sky.
- The birds flew into the distance, very far away.
- They flew to the swamp and landed in the wet, muddy grass next to the water.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity for finding a new word in text.	Hold up the first set of sentences Give every student a copy of the text.	**"Today we are going to read these sentences. A new word is underlined in these sentences."** **"What word is underlined?"** **"Yes, *flock*."**
Read the text.		**"Let's read the sentences. Listen for the new word *flock*.**
Model the synonym or definition for the target word.		**"Everyone find *flock*. There are words very close to it that mean the same thing."** **"I'll tell you the words that mean the same as *flock*. The words that mean the same as *flock* are big group."** **"Sam saw a *big group* of birds."**

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Instructional Feature	What To Do	Explicit Instruction
Substitute the synonym or definition into the sentence.		**"Everyone, read the sentence with *flock* in it."** Sam saw a *flock* of birds. **"Now I'll read you the sentence using the words that mean the same as *flock*."** Sam saw a big group of birds. **"Now everyone read the sentence using the words that mean the same thing as *flock*."** Sam saw a big group of birds. *Feedback:* If students make a correct response: • **"Yes! *Flock* means big group."** If students make an incorrect response: • Immediately model the correct response (e.g., ***Flock* means big group**). Ask a second time for the words that mean the same as flock.
Relate the target word to the students' personal experiences.	Call on two to three students.	Tell me about a time you saw a flock of something.
Provide an example of the target word in a sentence.		**"I can use *flock* in a sentence."** **"The *flock* of sheep were eating grass."** **"I could say that another way. The *big group* of sheep were eating grass."**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide opportunities for students to use the target word in a sentence.	Call on two to three students.	**"Now it is your turn to use *flock* in a sentence."** **"________, tell me a sentence using *flock*."** **"Excellent! Now say it another way."** *Feedback:* If students have difficulty using the target word in a sentence of their own, prompt students with the previously mentioned personal experiences.
Reread the passage.		**"Let's read the passage a second time. Listen for the new word flock and the words that mean the same thing."** Repeat with additional passages.

How To Evaluate Learning

- Provide students with a sample passage with a new word underlined.

For example:
Aerin chose an ornate dress to wear to the baseball game. The very decorated dress was full of lace and bows.

- Provide students with a question (example formats).
- What word means the same as ornate?
- Choose the word that means the same as ornate:
    - a. very
    - b. decorated
    - c. dress
    - d. dirty
- The dress was ornate because it was ________________.

References

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VOCABULARY

V. Context-Lesson 2:

Review Strategy—Teaching Unidentified Vocabulary Through Context

Lesson Objective

The student will find a word in a passage that he or she does not know. He or she will then find a word or definition in connected text that means the same thing as the new word.

Corresponding TEKS Objectives

2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- The ability to use context is a critical step in the development of vocabulary because it allows students to figure out the meaning of new words they will encounter on their own. This strategy is designed to teach students to recognize a word they do not know and then use the words surrounding the unknown word to figure out its meaning.
- It may be used with students in second and third grade, or with older students who have difficulty figuring out an unknown word's meaning from the surrounding text.
- The teacher asks students to find a word that he or she does not know or is unsure of.
- Students respond by identifying the unknown word and then finding its meaning.
- Effective instruction will allow students to use this strategy on many types of context (e.g., synonyms, definitions, inferences).

Necessary Preskills

For students to be successful, they need to be able to:

- Decode simple text.
- Use synonyms and definitions to understand the meanings of new words.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- The new words are words that will be encountered in many contexts.
- Students have an easier time using the context to find the meaning of a new word when the definition or synonym is located close to the new word.
- Students have a harder time finding the meaning of a new word when inferences provide the meaning of the new word.
- Students need to have multiple exposures to the target words.

Materials and Examples

- Passages or book with the target words not underlined.
- Sample text with an unfamiliar word explained in the same sentence. Example:
  Maria's mother was making her an enormous, very large cake for her birthday.
- Sample text with an unfamiliar word explained in an adjacent sentence. Example:
  The odor of the cake made her mouth water. The smell was in every room.
- Sample text with an unfamiliar word meaning explained indirectly. Example:
  Maria was hoping that her mischievous brother would not ruin the cake. His tricks often ruined her special days.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity of finding target words that have not been underlined.	Hold up the new book or passage. Give every student a copy of the text.	**"We have been learning new words by finding their meanings in passages."**
Read the text.		**"Today we are going to read some new passages. There is a new word in each passage, but it is not underlined today. I want you to find the new word."** **"Let's read the passage. Follow along carefully and see if you can find the new word."**

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Instructional Feature	What To Do	Explicit Instruction
Ask a student to provide the new word.	Call on one student.	**"Who has found a word they don't know or are unsure of?"** **"Tell me the new word."** *odor* *Feedback:* If students make a correct response: • **"That's right! *Odor* is our new word."** If students choose an alternate word: • Use that word if the meaning is provided in the text. • If the meaning is not provided in the text, use another strategy (e.g., definition or synonym) to explain this word. • Provide students with the new word if they do not indicate it (e.g., **Look at this word, *odor*. Do you know what that word means?**).
Model the meaning of the new word.		**"There is a word close to the new word that means the same thing."** **"I'll tell you the word that means the same as *odor*."** **"*Odor* means smell."**
Call on a student to find the meaning of the new word.	Call on one student.	**"______ , tell me the word that means the same as *odor*."** (smell) If students make an incorrect response: • Immediately model the correct response. Ask a second time for the word that means the same as odor.
Read the sentence with the synonym or definition.	Call on one student. Call on another student.	**"________, read me the sentence with *odor*."** The odor of the cake made her mouth water. The smell was in every room. **"________, read me the sentence using the word that means the same as *odor*."** The smell of the cake made her mouth water.

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Instructional Feature	What To Do	Explicit Instruction
Relate the target word to the students' personal experiences.	Call on one child.	**"Tell me about an *odor* you have been around."** Strawberries, garbage
Provide an example of the target word in a sentence.		**"I can use *odor* in a sentence."** **"The *odor* coming from the garbage can told me it was time to take it outside."**
Provide opportunities for students to use the target word in an original sentence.		**"Turn to the student next to you and tell him or her about an *odor*."** Repeat with additional passages.

How To Evaluate Learning

- Provide students with a sample passage. Tell students to circle a word they do not know and then underline the words that tell the new word's meaning.

The miniature piano was very tiny.

- Provide the students with a sample passage. Have the students rewrite the sentence with the new word using the synonym or definition.

Sally held the miniature piano. It was very tiny.

Sally held the *very tiny* piano.

**Students may need help when words or synonyms do not fit "as is" into the target sentence.

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Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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VOCABULARY

V. Context-Lesson 3:

Expansion Strategy—Using Original Context to Explain Words

Lesson Objective

The student will provide the meaning of a word in the context of a sentence.

Corresponding TEKS Objectives

2.4: The student communicates clearly by putting thoughts and feelings into spoken words.

2.8: The student develops an extensive vocabulary.

Rationale and Purpose

- This strategy is designed to teach students to explain the meaning of a word in the context of sentences they create.
- It may be used with students in late second and third grade, and with older students who have difficulty explaining the meaning of new words in their writing.
- The teacher draws attention to why writers provide meaning in context.
- Students respond by writing an original sentence with a previously taught word and include the meaning of the new word.
- Effective instruction will allow students to use this strategy on many types of context (e.g., synonyms, definitions, inferences).

Necessary Preskills

For students to be successful, they need to be able to:

- Decode simple text.
- Use synonyms and definitions to understand the meanings of new words.
- Write a simple sentence.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach definitions include:

- The new words are words that will be encountered in many contexts.
- Students have an easier time using the context to find the meaning of a new word when the definition or synonym is located close to the new word.
- Students have a harder time finding the meaning of a new word when inferences provide the meaning of the new word.
- Students need to have multiple exposures to the target words.

Materials and Examples

- Passages or book with the target words not underlined.
- Sample text with an unfamiliar word explained in the same sentence.
  Example:
  The dangerous roller coaster is unsafe.
- Sample text with an unfamiliar word explained in an adjacent sentence.
  Example:
  The boy ran swiftly to finish the race. Nobody had ever seen him run so fast.
- Sample text with an unfamiliar word meaning explained indirectly.
  Example:
  The ground was damp after it rained.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity of finding unknown words in text.	Hold up the new book or passage. Give every student a copy of the text.	**“We have been learning new words by finding their meanings in passages.”** **“I want you to read this sentence and circle any words you don’t know or are unsure of.”**
Read the text.	Have students read to themselves or in pairs.	

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Instructional Feature	What To Do	Explicit Instruction
Ask a student to provide the new word.	Call on one student.	**"Who has found a word they don't know or are unsure of?"** **"Tell me the new word."** *Damp* If students make a correct response: • **"That's right! *Damp* is our new word."** If students choose an alternate word: • Use that word if the meaning is provided or can be inferred in the text. • If the meaning is not provided in the text, use another strategy (e.g., definition or synonym) to explain this word. • Provide students with the new word if they do not indicate it (e.g., **Look at this word, damp. Do you know what that word means?**)
Model the meaning of the target word (synonym or definition) or words that give clues about the meaning.		**"The word that means *damp* is not in the sentence, but there are some clues that tell us what *damp* means."** **"Here's a clue."** Heavy rainfall. **"The heavy rainfall tells you that the ground was sort of wet."** **Now you know that *damp* means…** Sort of wet.
Call on a student to provide the meaning of the target word (synonym or definition) or words that give clues about the meaning.	Call on one student.	**"________, tell me what *damp* means."** Sort of wet.
Read the sentence as written and then with the found meaning.	Call on one student. Call on another student.	**"________, read me the sentence with *damp*."** The ground was *damp* after it rained. **"________, read me the sentence another way."** The ground was sort of wet after it rained.

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Instructional Feature	What To Do	Explicit Instruction
Discuss why meaning is added or clues to meaning are given in writing.		**"In this sentence, the writer gives you clues to tell you what the word *damp* means."** **"The writer did this because he or she wasn't sure that you would know the word."**
Relate the target word to the students' personal experiences.	Call on two to three students.	**"Have you ever seen something that was *damp*? Tell me about it."** Damp grass. Damp clothes.
Provide a model for using the new word and its meaning or clues to its meaning in a sentence or sentences.	Write the sentence on a white board for students to view its construction.	**"I am going to write a sentence about a *damp* swimming suit."** Write each word as you say it. **"I put my *damp* clothes in the laundry room."** **"Does this sentence tell you what damp means?"** No! **"I will make sure to include words that tell the reader what damp means."** **"I put my *damp*, sort of wet clothes in the laundry room."** **"Why did I write what damp means?"** So the reader would know what it means.
Provide opportunities for students to use the new word in an original sentence that includes the meaning.	Provide students with writing materials and paper.	**"I want you to write a sentence using *damp*. Make sure you include words that tell what it means."** **"Nice job! You have all written a sentence using the new word. "**
Provide opportunities for students to share their original sentences and evaluate if they included the new word's meaning.		**"_________, read me your sentence."** **"That was excellent. Did he or she tell you what *damp* means?"** Repeat with additional passages.

How To Evaluate Learning

- Provide students with a sample passage. Tell students to circle a word they do not know and then underline the words that tell the new word's meaning. Then have students fill in the blanks in the sentences below using the words in a new context.

For example:

She was very flexible. She could bend one way and then another.

The great blue whale breached the surface of the ocean. She had leaped out of the water and taken a large breath of air.

1. The dolphin __________ and did a leap in the air.
2. The plastic toy was very __________. It could bend one way and then another.

Words to Use
breached
flexible

- Provide students with a sample passage. Tell students to circle a word they do not know and then underline the words that tell the new word's meaning. Have students generate an original sentence using the new word that includes the meaning.

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COMPREHENSION

Strategy Set Outline

I.) Literal Comprehension

Lesson 1: Initial Instructional Strategy—*Direct Questions*
Lesson 2: Review Strategy—*Direct Questions In Intervals*
Lesson 3: Expansion Strategy—*Direct Questions In Longer Passages*

II.) Story Retell

Lesson 1: Initial Instructional Strategy—*Introduce Retelling Sentences*
Lesson 2: Review Strategy—*Retelling Paragraphs*
Lesson 3: Expansion Strategy—*Retelling Passages*

III.) Story Grammar

Lesson 1: Initial Instructional Strategy—*Introduction To Story Grammar*
Lesson 2: Review Strategy—*Story Grammar Prompts And Practice*
Lesson 3: Expansion Strategy—*Independent Practice With Story Grammar*

IV.) Sequencing

Lesson 1: Initial Instructional Strategy—*Finding A Story Sequence*
Lesson 2: Review Strategy—*Matching Sequences*
Lesson 3: Expansion Strategy—*Solo Sequencing*

V.) Main Idea

Lesson 1: Initial Instructional Strategy—*Defining*
Lesson 2: Review Strategy—*Thinking Strategies*
Lesson 3: Expansion Strategy—*Daily Guided Practice*

VI.) Summarization

Lesson 1: Initial Instructional Strategy—*Summarization*
Lesson 2: Review Strategy—*Independent Practice With Graphic Organizers*
Lesson 3: Expansion Strategy—*Practice With Partners*

COMPREHENSION

I. Literal Comprehension-Lesson 1:

Initial Instructional Strategy—Direct Questions

Introduction

In this three-lesson strategy set, a strategy for teaching literal comprehension by applying learned skills to a variety of passage types and lengths is introduced. Students are taught to answer direct questions in both narrative and expository texts. Questions are also presented in varying intervals across shorter and then longer passages to increase students' generalization of literal comprehension skills.

Lesson Objective

Recall information directly stated in a passage first read by the teacher.

Corresponding TEKS Objectives

K.1, 1.1, & 2.1: The student listens attentively and engages actively in a variety of oral language experiences.

K.9: The student uses a variety of strategies to comprehend selections read aloud.

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

Rationale and Purpose

- This strategy is designed to teach students to listen for information in short passages.
- It may be used with students in kindergarten, first, and second grades or with older students who have difficulty with listening comprehension.
- In this activity, the teacher reads a part of a passage to students and asks questions immediately after that part. Students respond by answering questions about the specific part of the passage.
- The ability to recall specific information from orally read passages is a critical step in the development of comprehension.

Necessary Preskills

For students to be successful, they need to be able to:

- Listen to and follow teacher directions.
- Understand the topic and vocabulary presented in the passage.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach listening comprehension include:

- Identify a short passage on a familiar topic that can be read aloud to students.
- Select a narrative passage before an expository passage.
- Select a passage with familiar vocabulary.
- Determine specific information that is important to the understanding of the passage.
- Generate direct questions that will be asked directly after the information is presented in the passage.

Materials and Examples

A teacher- or student-selected passage is needed for this lesson. The narrative passage that follows was selected for the purpose of demonstration. Assume that the vocabulary and concepts in these passages are familiar to the students.

The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read "Use me well."

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Provide explicit instructions and assess students' understanding of the instructions.	Introduce the passage. Ask students a series of yes/no discrimination questions specific to a part of the passage. Next, ask discrimination questions that require verbatim responses.	**Today, I am going to read you a passage about an elf and a pot of gold.** **What am I going to do?** *Read a passage.* **Yes, I'm going to read a passage. What is the passage about?** *An elf. A pot of gold.* **Am I going to read to you about an elm tree?** *No.* **Am I going to read to you about a pile of mold?** *No.* **What am I going to read about?** *An elf and a pot of gold.* **I will read the passage and stop to ask you questions.** **What am I going to do?** *Read the passage and ask questions.* **Carefully listen to the passage as I read.** **What should you do while I read?** *Listen to the passage.*
Conduct passage reading while continually assessing students' understanding of the passage. Provide students with opportunities to respond to the passage.	Read the entire passage one time out loud to the students. Scaffold the passage to ensure that students are listening and able to successfully respond to the passage.	**The little elf smiled, waved his wand, and disappeared.** **Tell me one thing that happened.** *The little elf smiled.* **Tell me another thing that happened.** *The elf waved his wand. The elf disappeared.* **After the puff of dust cleared, the children noticed the pot of gold the elf had left behind.** **Tell me one more thing that happened.** *The children saw a pot of gold.* **Taped to the pot was a note that read "Use me well."** **What was on the pot?** *A note.*

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Instructional Feature	What To Do	Explicit Instruction
Conduct passage reading. Provide students with opportunities to respond to the passage by asking literal comprehension questions.	Read the passage aloud again. This time, stop to ask literal comprehension questions at predetermined points. Confirm students' correct responses.	**The little elf smiled, waved his wand, and disappeared.(1) After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. (2) Taped to the pot was a note that read "Use me well." (3)** **(1) Who disappeared?** *The little elf. Yes, the little elf.* **(2) What did the elf leave?** *A pot of gold. Yes, a pot of gold.* **(3) What did the note read?** *Use me well. Yes, "Use me well."*
Assess students' understanding of the passage.	Ask a question to evaluate students' literal comprehension of the whole passage.	**What is this passage about?** *A little elf who leaves a pot of gold.*
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Reread the sentence from which the answer came. Teacher and students should state the sentence in unison. Ask the question again.
Review sequence.	Repeat the process with another passage using a different topic and/or type of passage (i.e. expository instead of narrative).	

How to Evaluate Learning

Student learning is evaluated in terms of students' abilities to correctly respond to questions.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Kame'enui, E. J., Simmons, D. C., Good, R. H., Harn, E., Chard, D., Coyne, M., Edwards, L., Wallin, J., & Sheehan, T. (2001). *Big ideas in beginning reading*. Retrieved April 20, 2002, from University of Oregon, Institute for the Development of Educational Achievement, Big Ideas In Beginning Reading Web site: http://reading.uoregon.edu/

COMPREHENSION

I. Literal Comprehension-Lesson 2:

Review Strategy—Direct Questions in Intervals

Lesson Objective

Recall information directly stated in a passage read by the teacher and tracked by the students.

Corresponding TEKS Objectives

K.1, 1.1, & 2.1: Students listen attentively and engage actively in a variety of oral language experiences.

K.9: Students use a variety of strategies to comprehend selections read aloud.

1.12 & 2.9: Students use a variety of strategies to comprehend selections read aloud and selections read independently.

Rationale and Purpose

- This strategy is designed to teach students to listen and look for information in short passages. It may be used with students in kindergarten, first, and second grades or with older students who have difficulty with listening and literal comprehension.
- In this activity, the teacher reads a passage to the students while students follow along. The teacher asks questions at strategic points in the passage. However, the interval between the amount of a passage read and the questions asked should increase. Students respond by answering questions about the specific part of the passage.
- The ability to recall specific information from orally read passages is a critical step in the development of comprehension.

Necessary Preskills

For students to be successful, they need to be able to:

- Listen to and follow teacher directions.
- Follow along in their books while the teacher reads.
- Understand the vocabulary and story content.

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach listening comprehension include:

- Identify a short passage on a familiar topic that students can track while being read to by the teacher.
- Select a narrative passage before an expository passage.
- Select a passage with familiar vocabulary. For some students, steps one through three may include the same passage as the one introduced on the previous day.
- Determine specific information that is important to the understanding of the passage.
- Generate direct questions that will be asked after passage reading. Questions should be asked in intervals of increasing length from the previous day.

Materials and Examples

A teacher- or student-selected passage is needed for this lesson. Depending on the learning needs of the students, this lesson may be conducted with a newly introduced passage or with the same passage introduced on the previous day. The narrative passage that follows was selected for the purpose of demonstration and serves as a review from the previous day.

The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read "Use me well."

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Provide explicit instructions and assess students' understanding of the instructions.	Introduce the passage.	**Today, I am going to read to you a passage about an elf and a pot of gold while you follow along in your books. I will read the passage once. The second time I read the passage, I will ask you questions.**
	Ask discrimination questions that require verbatim responses.	**What will I do?** *Read the passage and ask questions.* **What will you do?** *Follow along.*
Model passage reading while students follow along in their books.	Read the entire passage one time out loud to the students. Check that students track the words with their fingers on their own copy of the passage.	**The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read "Use me well."**

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Instructional Feature	What To Do	Explicit Instruction
Model passage reading while students follow along in their books. Provide students with opportunities to respond to the passage by asking literal comprehension questions.	Ask students questions to ensure their understanding of the task. Read the passage aloud again. At the end of the passage, ask the predetermined questions.	**Now we will read the passage again.** **What are we going to do?** *Read the passage again.* **You should follow along.** **What will you do?** *Follow along.* **At the end, I will ask you some questions.** **The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. (1) (2) (3) Taped to the pot was a note that read "Use me well."** **(1) Who disappeared?** *The little elf.* **Yes, the little elf.** **(2) What did the elf leave?** *A pot of gold.* **Yes, a pot of gold.** **(3) What did the note read?** *Use me well.* **Yes, "Use me well."**
Assess students' understanding of the passage.	Ask a question to evaluate students' literal comprehension of the whole passage.	**What is this passage about?** *A little elf who leaves a pot of gold.*
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Reread the sentence that contains the answer. Students should track the sentence with their finger. Teacher and students should state the sentence in unison. Ask the question again.
Review sequence.	Repeat the process with another passage using a different topic and/or type of passage (i.e. expository instead of narrative).	

How To Evaluate Learning

Students' learning is evaluated in terms of their ability to follow along on their personal copies of the passage and to correctly respond to the questions posed by the teacher.

COMPREHENSION

I. Literal Comprehension-Lesson 3:

Expansion Strategy—Direct Questions in Longer Passages

Lesson Objective

Recall information directly stated in a passage read by the teacher and tracked by the students.

Corresponding TEKS Objectives

K.1, 1.1, & 2.1: Students listen attentively and engage actively in a variety of oral language experiences.

K.9: Students use a variety of strategies to comprehend selections read aloud.

1.12 & 2.9: Students use a variety of strategies to comprehend selections read aloud and selections read independently.

Rationale and Purpose

- This strategy is designed to teach students to listen and look for information in longer passages. It may be used with students in kindergarten, first, and second grades or with older students who have difficulty with listening and literal comprehension.
- In this activity, the teacher reads a passage to the students while students follow along. During and after reading, the teacher asks questions about information that occurs in the passage. Students respond by answering the questions.
- The ability to recall specific information from orally read passages is a critical step in the development of comprehension.

Necessary Preskills

For students to be successful, they need to be able to:

- Listen to and follow teacher directions.
- Follow along in their books while the teacher reads.
- Understand the vocabulary and story content.

Instructional Design Criteria

To ensure success, the following guidelines should be used in developing the instructional examples and sequence of instruction used to teach listening and literal comprehension:

- Identify a longer passage on a familiar topic that students can track while being read to by the teacher.
- Select a narrative passage before an expository passage.
- Select a passage with familiar vocabulary. For some students, steps one through three may include an extension of the same passage introduced on the previous day.
- Determine specific information important to the understanding of the passage.
- Generate direct questions that will be asked after passage reading. Questions should be asked both during and after reading.

Materials and Examples

A teacher- or student-selected passage is needed for this lesson. Depending on the learning needs of the students, this lesson may be conducted with a newly introduced passage or with the same passage introduced on the previous day. The narrative passage that follows was selected for the purpose of demonstration and serves as an extension from the previous day.

The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read "Use me well."

The magic elf had left this gold for the children and their families because they had been so kind to the elf. The kids jumped up and down with excitement. They hugged each other and did somersaults. This gold was the best gift they had ever received because it meant they didn't have to wear tattered clothes anymore. Now they could pay for the wood and coal to heat their fires.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Provide explicit instructions and assess students' understanding of the instructions.	Introduce the passage. Ask discrimination questions that require verbatim responses.	**Today, I am going to read you a passage about an elf and a pot of gold. I want you to follow along in your books. I will read the passage once. The second time I read the passage, I will ask you questions.** **What will I do?** *Read the passage and ask questions.* **What will you do?** *Follow along.*

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model passage reading while students follow along in their books.	Read the entire passage one time out loud to the students. Check that students track the words with their fingers on their own copy of the passage.	**The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read "Use me well."** **The magic elf had left this gold for the children and their families because they had been so kind to the elf. The kids jumped up and down with excitement. They hugged each other and did somersaults. This gold was the best gift they had ever received because it meant they didn't have to wear tattered clothes anymore. Now they could pay for the wood and coal to heat their fires.**
Model passage reading while students follow along in their books. Provide students with opportunities to respond to the passage by asking literal comprehension questions.	Ask students questions to ensure their understanding of the task. Read the passage aloud again. During passage reading ask the predetermined questions.	**Now we will read the passage again.** **What are we going to do?** *Read the passage again.* **You should follow along.** **What will you do?** *Follow along.* **At the end, I will ask you some questions.** **The little elf smiled, waved his wand, and disappeared. After the puff of dust cleared, the children noticed the pot of gold the elf had left behind. Taped to the pot was a note that read "Use me well."(1) (2)** **The magic elf had left this gold for the children and their families because they had been so kind to the elf.(3) The kids jumped up and down with excitement. They hugged each other and did somersaults. This gold was the best gift they had ever received because it meant they didn't have to wear tattered clothes anymore. Now they could pay for the wood and coal to heat their fires.(4) (5)** **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
		(1) Who disappeared? *The little elf.* **Yes, the little elf.** **(2) What did the elf leave?** *A pot of gold.* **Yes, a pot of gold.** **(3) Why did the elf leave the pot of gold for the children?** *Because the children had been kind to the elf.* **(4) How did the children feel about the pot of gold?** *The children felt excited.* **(5) What is one thing they would do with the gold?** *They would use the gold to buy wood and coal to heat their fires.*
Assess students' understanding of the passage.	Ask a question to evaluate students' literal comprehension of the whole passage.	**What is this passage about?** *A little elf who leaves a pot of gold for the children and their families.*
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Reread the sentence from which the answer came. Students should track the sentence with their finger. Teacher and students should state the sentence in unison. Ask the question again.
Review sequence.	Repeat the process with another passage using a different topic and/or type of passage (i.e. expository instead of narrative).	

How to Evaluate Learning

Students' learning is evaluated in terms of their ability to follow along on their personal copies of the passage and to correctly respond to the questions posed by the teacher.

COMPREHENSION

II. Story Retell-Lesson 1:

Initial Instructional Strategy—Introduce Retelling Sentences

Introduction

In this three-lesson strategy set, a strategy for teaching students in second grade to retell events from passage materials is introduced. The first lesson introduces a format for retelling events that can be applied to sentences, paragraphs, and passages. In the first lesson, the format is applied to sentence reading. The second lesson teaches students to apply the retell format to paragraph reading and introduces a written retell format. The final lesson provides guided practice using the verbal prompts and written format following passage reading. Students work with the teacher and peers during the lessons.

Lesson Objective

Students will orally retell key events from passage materials.

Corresponding TEKS Objectives

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Rationale and Purpose

- This lesson is designed to teach students in second grade to recall events from a sentence. Teaching students to retell events helps them to become accurate in summarizing and monitoring their understanding while reading.
- This strategy may also be used with students in kindergarten and first grade in a modified form. This strategy may also be used with older students who require further story retell instruction.
- This lesson is the first in a series of three lessons and is designed to introduce a series of prompts for retelling story content when reading sentences and provide partner practice using the retell prompts reading unfamiliar sentences.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level sentences.
- Understand the concepts and vocabulary presented in the passage.
- Literally comprehend text.

Instructional Design Criteria

When planning story retelling instruction, consider the following features when designing and sequencing lessons:

- Begin instruction using narrative passage materials.
- Select simple, decodable instructional-level passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- In early retelling instruction, limit the amount of text. As students become more proficient, move from retelling sentences to retelling paragraphs, then to retelling passages, chapters, and books.
- During initial instruction, focus on accuracy in retelling. As students make progress, have students limit retell details to only the most important information.
- Increase retelling difficulty by increasing the passage length and number of events presented in the passage.

Materials and Examples

- One enlarged teacher copy of the sentences that are the focus of group instruction.
- One enlarged teacher copy of the retell sentence worksheet (see attached sample).
- Student copies of the retell sentence worksheet (see attached sample).

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.		**Today we are going to learn to retell what we read in a story. When we retell what we read in a story, we tell what the story is about using our own words. Again, when we retell what we read in a story, we tell what the story is about using our own words. What do we do when we retell what we read?** *We tell what the story is about using our own words.*

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Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Display enlarged copy of the sentences in a position where all students can see.	**I am going to show you a sentence. First I will read it, then we will read it together. After we read, I will ask some questions about the sentence. Then I will retell what happened in the sentence.**
	Teacher reads the following sentence: **It was lunchtime, so the boy and the girl walked down the street to get some food.** Teacher rereads the sentence with the students.	
	Teacher models asking questions.	**Now, I'll ask some questions and answer the questions using my own words.** **Who is the sentence about?** *The boy and the girl.* **What happened?** *The girl and the boy walked to get some food.* **When did it happen?** *Lunch time.* **Where did it happen?** *On the street.* **Why did it happen?** *It was lunch time.* **I'll tell you what happened in the sentence using my own words.** *The boy and the girl walked to the shop to buy lunch.*
	Repeat the procedure for the remaining sample sentences: • Teacher reads the sentence. • Students read the sentence with the teacher. • Teacher asks the following questions after reading the sentence: - Who is the sentence about? - What happened? - When did it happen? - Where did it happen? - Why did it happen? • Have students restate the sentence content using their own words. Remaining sentences: It was a hot, sunny day at the park, so the boy and girl sat by the tree to keep cool. The cat was not looking at her lunch, so the dog ran to her plate and ate all of her food.	

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Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	If students are unable to retell events from the sentence, have the students reread the sentence aloud. Ask the prompt questions. Repeat request to retell the sentence.	
Provide opportunities for practice. —SECTION CONTINUED IN NEXT SECTIONAL CHART>	Display sentence retell worksheet so all students can see. Point and read the directions to the students. **Content From Retell Sentence Worksheet:** Directions: For each sentence: • Read the sentence with a partner. • Answer the questions: - Who is the sentence about? - What happened? - When did it happen? - Where did it happen? - Why did it happen? • Retell what happened in the sentence using your own words. After a nap, the duck and her ducklings swim on the lake to help wake up. The duck looks at her ducklings on the lake to see that they are safe. The duck looks for food in the grass for her ducklings to eat for dinner. At night the ducklings sleep close to their mom next to the lake. —SECTION CONTINUED IN NEXT SECTIONAL CHART>	**Now we will do the same thing again. You will work with a partner to retell what happened in each sentence.** —SECTION CONTINUED IN NEXT SECTIONAL CHART>

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Instructional Feature	What To Do	Explicit Instruction
	Model the lesson procedure. Repeat procedure for remaining sentences. Allocate partners. Commence independent work. Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for understanding.	**Put your finger on the first sentence. Read it aloud.** **Who is the sentence about? Answer in your head.** **What happened? Answer in your head.** **When did it happen? Answer in your head.** **Where did it happen? Answer in your head.** **Why did it happen? Answer in your head.** **Tell me what happened in the sentence. Answer in your head.** **Now you will do the same thing with your partner except you will answer the questions out loud.**
Assess understanding.	• Regroup students. • Point to the first sentence. • Read the sentence aloud. • Ask the who, what, when, where, and why questions. • Call upon students to retell the key event from the sentence. • Repeat this procedure for the remaining three sentences.	
Provide feedback to students.	If students are unable to retell events from the sentence, have them reread the sentence aloud. Ask *who, what, when, where,* and *why* questions. Repeat the request to retell the sentence. If students continue to make errors, provide the correct response and model how the response was obtained.	

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Instructional Feature	What To Do	Explicit Instruction
Review.	Before proceeding to Lesson 2, teacher should repeat the strategy presented in this lesson over two to three other lessons with sentences of similar difficulty or until students demonstrate proficiency.	

How to Evaluate Learning

Reading Materials

- Were the students able to follow along with the sentences?
- Were the content, vocabulary, and length of the sentences appropriate for the students?

Story Retell

- Could the students accurately respond to the *who, what, when, where,* and *why* questions?
- Were the students able to retell the key points from the sentence?
- Were the events recalled accurately?
- Were the students able to retell events from the sentences with a partner?

Retell Sentence Worksheet

For each sentence:
- Read the sentence with a partner.
- Answer the questions:
  - Who is the sentence about?
  - What happened?
  - When did it happen?
  - Where did it happen?
  - Why did it happen?
- Retell what happened in the sentence using your own words.

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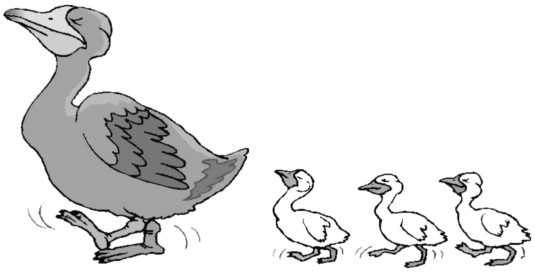
1. After a nap, the duck and her ducklings swim on the lake to help wake up.

2. The duck looks at her ducklings on the lake to see that they are safe.

3. The duck looks for food in the grass for her ducklings to eat for dinner.

4. At night the ducklings sleep close to their mom next to the lake.



COMPREHENSION

II. Story Retell-Lesson 2:

Review Strategy—Retelling Paragraphs

Lesson Objective

Students will retell key events from passage materials using oral and written form.

Corresponding TEKS Objectives

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Rationale and Purpose

- This lesson is designed to teach students in second grade to recall events from a paragraph. Teaching students to retell events helps them to become accurate in summarizing and monitoring their understanding while reading.
- This strategy may also be used with students in kindergarten and first grade in a modified form. This strategy may also be used with older students who require further story retell instruction.
- This lesson is the second in a series of three lessons and is designed to review a series of prompts for recalling story content when reading paragraphs, introduce a written format for sequencing retell ideas, and provide partner practice in recalling and structuring ideas presented in paragraphs.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the concepts and vocabulary presented in the passage.
- Literally comprehend text.
- Retell sentence content.
- Read instructional-level paragraphs.
- Understand paragraphs and paragraph structure.

Instructional Design Criteria

When planning story retelling instruction, consider the following features when designing and sequencing lessons:

- Begin instruction using narrative passage materials.
- Select simple, decodable instructional-level passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- In early retelling instruction, limit the amount of text. As students become more proficient, move from retelling sentences to retelling paragraphs, then to retelling passages, chapters, and books.
- During initial instruction, focus on accuracy in retelling. As students make progress, have students limit retell details to only the most important information.
- Increase retelling difficulty by increasing the passage length and number of events presented in the passage.

Materials and Examples

- One enlarged teacher copy of the paragraph.
- One enlarged teacher copy of the retell worksheet.
- Student copies of the paragraph (see attached sample).
- Student copies of the retell worksheet (see attached sample).

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.		**Today we will continue to learn how to retell what we read in a story. When we retell what we read in a story, we tell what the story is about using our own words. What do we do when we retell what we read?** *We tell what the story is about using our own words.*

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Instructional Feature	What To Do	Explicit Instruction
Review.	Display enlarged copy of the paragraph so all students can see. Read the following paragraph and point while students follow along: **The Zoo** We went to the zoo on Sunday for my birthday.[1, 2, 3] I went with my mom and my dad. I had not been to the zoo, so I was happy. We saw zebras, camels, and lots of other animals. I liked the bats the best.[4] We were the last people to go home. We had so much fun.[5] Reread the paragraph with the students. Stop and ask questions at the points designated on the passage above. The numbers on the passage above indicate the appropriate place to stop reading and ask the corresponding question. Ask the following questions introduced during the previous lesson: • Where did it happen? • When did it happen? • Why did it happen? • Who is the paragraph about? • What happened? Have students retell what happened in the paragraph using their own words.	**Today I am going to show you a paragraph. First I will read it, then we will reread it together. When we read it together, I will stop and ask you questions about the paragraph. At the end, you will retell what happened in the paragraph.** **Now we are ready to reread the paragraph. This time we will stop and I will ask questions about what you have read. When I ask the questions, answer the questions using your own words.** **Who can tell me what happened in the paragraph?** *Students retell paragraph content.*
Provide feedback.	If a student is unable to retell events from the paragraph, have the student reread the paragraph aloud. Stop at specific points while reading the paragraph for the student to respond to the *who, what, when, where,* and *why* questions. Repeat request to retell the content from the paragraph.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Display enlarged copy of the retell worksheet so all students can see. Point to the first box labeled "Beginning" on the retell sheet. Point to the second box labeled "Middle" on the retell sheet. Point to the third box labeled "End" on the retell sheet. Point back to the first box. Teacher models writing the information in the first box. Repeat the following process for the remaining two boxes: • Point to the box. • State the label of the box. • Ask the students what information is to be included in the box based on the label. • Model writing the relevant information in the appropriate box.	**Now we will use some boxes on the retell worksheet to organize what we have learned from the paragraph.** **This box is labeled "Beginning." Here we tell what happened in the beginning of the paragraph.** **This box is labeled "Middle." Here we tell what happened in the middle of the paragraph.** **This box is labeled "End." Here we tell what happened at the end of the paragraph.** **This box is labeled "Beginning." What information do we include here?** *The information we find out at the beginning of the paragraph.* **Who can tell me what happened in the beginning of the paragraph?** *The child went to the zoo with mom and dad for his or her birthday.* **Yes, the child went to the zoo with mom and dad for his or her birthday. Let's write that information in the first box.**
Check understanding.	Teacher reads. Teacher modifies content as appropriate. Complete the process for identifying content to be included in the box, reviewing what was written and clarifying relevance of the content for the remaining boxes.	**Let's check and review what we just wrote. Look at the first box labeled "Beginning."** **What information do we include in this box?** *Things that happened in the beginning of the paragraph.* *Let's read what we just wrote.* **Does everyone agree that this is what happened in the beginning of the paragraph?**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide opportunities for practice.	Display a copy of the passage and the retell worksheet so all students can see. Explain procedure to students, pointing to relevant features on the retell worksheet: • Read the paragraph with a partner. • Answer the questions out loud: - Who is the paragraph about? - What happened? - When did it happen? - Where did it happen? - Why did it happen? • Retell what happened in the paragraph using the retell work sheet and filling in the beginning, middle, and end boxes. Allocate partners. Distribute student copies of the passage and the retell worksheet. Students commence independent work. Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for understanding.	**Now we will do the same thing again using the same story. You will work with a partner to retell what happened in the paragraph.**
Assess understanding.	Following partner work, bring students back together and review the information that could have been included in each box. Call upon students to retell the key events from the paragraph in sequence. Collect each student's retell worksheet and examine student responses to determine level of proficiency.	
Provide feedback.	• If a student is unable to retell events from the paragraph, have the student reread the relevant sentence aloud. • Ask *who, what, when, where,* and *why* questions where relevant. • Repeat the request to retell the section of the paragraph (beginning, middle, end). • If a student continues to make errors, provide the correct response and model how the response was obtained.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Review.	Before proceeding to Lesson 3, teacher should repeat the strategy presented in this lesson with two to three other paragraphs of similar difficulty or until students demonstrate proficiency.	

How to Evaluate Learning

Reading Materials

- Were the students able to follow along with the paragraph?
- Was the content, vocabulary, and length of the paragraph appropriate for the students?

Story Retell

- Could the students accurately respond to the who, what, when, where, and why questions?
- Were the events recalled accurately?
- Were the events recalled in the correct sequence?
- Did students retell the important details from the paragraph as a group?
- Were the students able to retell events from the paragraph with a partner?
- Were the students able to sequence the events accurately using the retell worksheet?

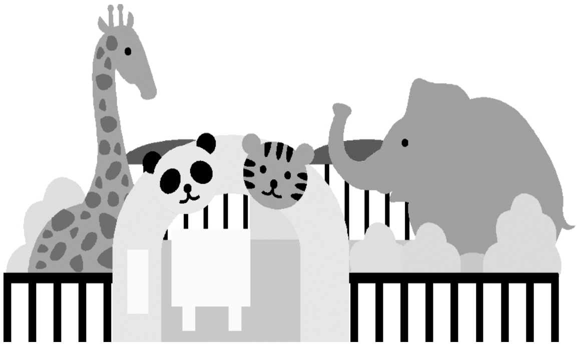
Directions:

- Read the paragraph with a partner.
- Answer the questions:
- Who is the paragraph about?
- What happened?
- When did it happen?
- Where did it happen?
- Why did it happen?
- Retell what happened in the paragraph using the story retell worksheet.

Sample Paragraph

The Zoo

We went to the zoo on Sunday for my birthday. I went with my mom and my dad. I had not been to the zoo, so I was happy. We saw zebras, camels, and lots of other animals. I liked the bats the best. We were the last people to go home. We had so much fun.



My Story Retell

Beginning (What happened first?)

Middle (What happened next?)

End (What happened last?)

COMPREHENSION

II. Story Retell-Lesson 3:

Expansion Strategy—Retelling Passages

Lesson Objective

Students will retell key events from passage materials using oral and written form.

Corresponding TEKS Objectives

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Rationale and Purpose

- This lesson is designed to teach students in second grade to recall events from a paragraph. Teaching students to retell events helps them to become accurate in summarizing and monitoring their understanding while reading.
- This strategy may also be used with students in kindergarten and first grade in a modified form. This strategy may be used with older students who require further story retell instruction.
- This lesson is the third in a series of three lessons and is designed to review a series of prompts for recalling story content when reading passages, review a written format for sequencing retell ideas, and provide partner practice in recalling and structuring ideas presented in a passage.

Necessary Preskills

For students to be successful, they need to be able to:

- Understand the concepts and vocabulary presented in the passage.
- Literally comprehend text.
- Retell sentence content.
- Retell paragraph content.
- Read instructional-level passages.

Instructional Design Criteria

When planning story retelling instruction, consider the following features when designing and sequencing lessons:

- Begin instruction using narrative passage materials.
- Select simple, decodable instructional level passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- In early retelling instruction, limit the amount of text. As students become more proficient, move from retelling sentences to retelling paragraphs, then to retelling passages, chapters, and books.
- During initial instruction, focus on accuracy in retelling. As students make progress, have students limit retell details to only the most important information.
- Increase retelling difficulty by increasing the passage length and number of events presented in the passage.

Materials and Examples

- One enlarged teacher copy of the passage.
- One enlarged teacher copy of the retell worksheet.
- Student copies of the passage (see attached sample).
- Student copies of the retell worksheet (see attached sample).

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.		**In this lesson we will continue to learn how to retell what we read in a story. When we retell what we read in a story, we tell what the story is about using our own words. What do we do when we retell what we read?** *We tell what the story is about using our own words.*

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples and review.	Display enlarged copy of the passage so all students can see.	**Today I am going to show you how to retell information from a passage. First I will read it, then we will reread it together. When we read it together, I will stop you and ask questions. At the end, you will retell what happened in the passage.**
	Teacher reads the following passage and points while students follow along: **The Dog and the Log** It was a warm summer day.1 The sun was hot. So the dog went to the lake for a swim.[2,3,4] The dog went to the side of the lake. He looked at the lake. He saw a big log on the lake. He said, "I will get that log."[5] The dog swam to the log. The log was big. The dog said, "That log is too big. I cannot get the log. I will get on the log." So the dog tried to get on the log.[5] The dog tried and tried to get on the log. The log spun when he tried to get on and he fell back in the lake. After six tries the dog said, "I give up. That log will not let me get on. I am tired."[5] The dog swam back to the side of the lake. He got out and had a rest on the bank.[5]	
		Now we will reread the passage. This time we will stop and I will ask you questions about what you have read. When I ask the questions, answer the questions using your own words.
	Teacher rereads the paragraph with the students. Teacher stops and asks questions at the points designated on the preceding passage. The numbers on the preceding passage indicate the appropriate place to stop reading and ask the corresponding question.	
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	**—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	**—SECTION CONTINUED IN NEXT SECTIONAL CHART>**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
	Ask the following questions introduced during the previous two lessons: 1. When did it happen? 2. Why did it happen? 3. Who is the story about? 4. Where did it happen? 5. What happened? Remove passage from the view of the students. Upon concluding the passage reading, repeat the following questions. Have students respond by retelling the events from the passage as a whole without rereading the passage. 1. Who is the story about? 2. Where did it happen? 3. When did it happen? 4. Why did it happen? 5. What happened? Students retell passage content using their own words.	**Who can retell what happened in the passage using your own words?** *Students retell passage content.*
Provide feedback.	If a student is unable to retell events from the passage, have the student reread the passage aloud. Stop the student at specific points during the passage reading to respond to the *who, what, when, where,* and *why* questions. Repeat request to retell the passage content.	
Model explicit examples and review. —SECTION CONTINUED IN NEXT SECTIONAL CHART>	Display enlarged copy of the retell worksheet so all students can see. Repeat the following process for each of the three boxes: • Point to the box. • State the label of the box. • Ask the students what information would be included in the box based on the label (non-passage-specific information). • Model writing the information in the appropriate box. —SECTION CONTINUED IN NEXT SECTIONAL CHART>	**Now that we know what happened in the passage, we will use the boxes on the retell worksheet from the last lesson to organize what we have learned.** **First, let's review the information that goes into each box.** —SECTION CONTINUED IN NEXT SECTIONAL CHART>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
		We are going to put the information from the passage into the boxes.
	Point to the first box.	**This box is labeled "Beginning." What information do we include here?** *The information we find out at the beginning of the passage.* **Who can tell me what happened in the beginning of the passage?** *It was a hot day so the dog went to the lake for a swim.* **Yes, it was a hot day, so the dog went to the lake for a swim. Let's write that information in the first box.**
	Point to the second box.	**This box is labeled "Middle." What information do we include here?** *The information we find out in the middle of the passage.* **Who can tell me what happened in the middle of the passage?** *The dog saw a log in the lake. He wanted to get it but could not. He wanted to get on top of it, but could not.* **Yes, the dog saw a log he wanted to get, then he wanted to get on. He couldn't do either. Let's write that information in the second box.**
	Point to the third box.	**This box is labeled "End." What information do we include here?** *The information we find out at the end of the passage.* **Who can tell me what happened at the end of the passage?** *The dog was tired. He swam back to the side of the lake for a rest.* **Yes, the dog was tired and went back to the side of the lake for a rest. Let's write that information in the third box.**
Check for understanding.	Complete the process of identifying content to be included in the box, reviewing what was written and clarifying relevance of the content for the remaining boxes.	**Let's check and review what we just wrote. Look at the first box. This box is labeled "Beginning." What information do we include in this box?** *Things that happened in the beginning of the passage.* **Let's read what we just wrote.** Teacher reads. **Does everyone agree that this is what happened in the beginning of the passage? Teacher modifies content as appropriate.**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Check for understanding. Provide opportunities for practice.	Display a copy of the passage and the retell worksheet so all students can see. Explain procedure to students pointing to relevant features on the story retell worksheet: • Read the passage with a partner. • Answer the questions out loud: - Who is the story about? - What happened? - When did it happen? - Where did it happen? - Why did it happen? • Retell what happened in the passage using the retell worksheet and filling in the beginning, middle, and end boxes. Allocate partners. Distribute student copies of the passage and the retell worksheet. Students commence independent work. Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for understanding.	**Now we will do the same thing again using the same story. You will work with a partner to retell what happened in the passage.**
Assess understanding.	Following partner work, bring students back together. Swap partners. With a new partner, review the information that was included in each box. Each student has the opportunity to retell the passage content to a peer. As a class group, call upon students to retell the key events from the passage in sequence. Collect each student's retell worksheet. Examine students' responses to determine their level of proficiency.	
Provide feedback.	• If a student is unable to retell events from the passage, have the student reread the relevant sentences aloud. • Ask *who, what, when, where,* and *why* questions where relevant. • Repeat the request to retell the section of the passage (beginning, middle, end). • If a student continues to make errors, provide the correct response and model how the response was obtained.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Review.	Before proceeding with more difficult passage materials, teacher should repeat the strategy presented in this lesson with two to three other paragraphs of similar difficulty or until students demonstrate proficiency.	

How to Evaluate Learning

Reading Materials

- Were the students able to follow along with the passage?
- Was the content, vocabulary, and length of the passage appropriate for the students?

Story Retell

- Could the students accurately respond to the *who, what, when, where,* and *why* questions?
- Were the events recalled accurately?
- Were the events recalled in the correct sequence?
- Did students retell the important details from the passage as a group?
- Were the students able to retell events from the passage with a partner?
- Were the students able to sequence the events accurately using the retell worksheet?

My Story Retell

Beginning (What happened first?)

Middle (What happened next?)

End (What happened last?)

Sample Passage

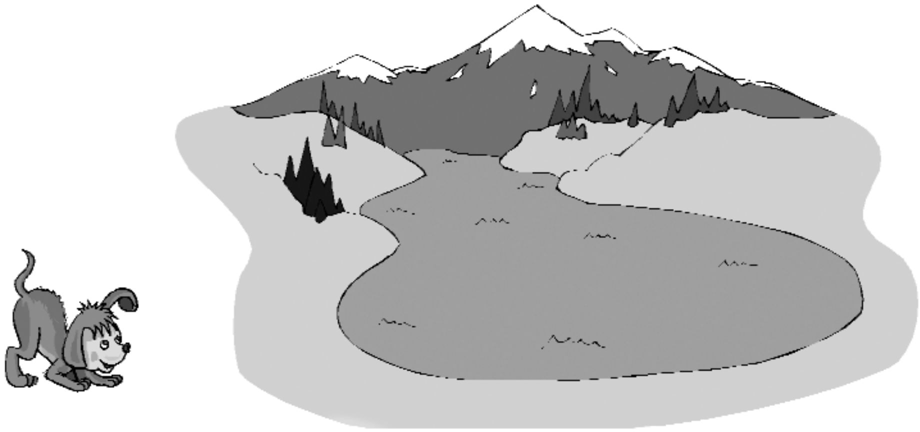
The Dog and the Log

It was a warm summer day. The sun was hot. So the dog went to the lake for a swim. The dog went to the side of the lake. He looked at the lake. He saw a big log on the lake. He said, "I will get that log."

The dog swam to the log. The log was big. The dog said, "That log is too big. I cannot get the log. I will get on the log." So the dog tried to get on the log.

The dog tried and tried to get on the log. The log spun when he tried to get on and he fell back in the lake. After six tries the dog said, "I give up. That log will not let me get on. I am tired."

The dog swam back to the side of the lake. He got out and had a rest on the bank.



COMPREHENSION

III. Story Grammar-Lesson 1:

Initial Instructional Strategy—Introduction to Story Grammar

Introduction

In this three-lesson strategy set, a strategy for teaching students in second grade to recall passage content using story grammar is introduced. Examples of formats for teaching story grammar to students in first and second grade and beyond are attached. The structure and pace of presenting the story grammar content will depend on each student. Some students may require instruction in each story grammar element (main characters, setting, etc.)—one per day or two to three per day, while introducing all of the story grammar elements on one day may be appropriate for more proficient students. Content from the three lessons can be introduced and then repeated over multiple days using either different or cumulative passage materials.

The first lesson introduces the story grammar notesheet and highlights the critical elements of a simple passage using story grammar. The second lesson provides guided practice in analyzing the passage material and using the story grammar notesheet. The final lesson provides students with independent practice identifying critical features of a passage and using the story grammar notesheet to organize their ideas. Students work with the teacher, with peers, and independently during these lessons.

Lesson Objective

Students will retell the main elements of a story using story grammar: setting, characters, problem, important events, solution, and theme.

Corresponding TEKS Objectives

1.12.A & 2.9.A: Use prior knowledge to anticipate meaning and make sense of texts (K-3).

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.I: Represent text information in different ways, including story maps, graphs, and charts (2-3).

Rationale and Purpose

- This activity is designed to focus students' attention on the critical features of narrative passages to enhance reading comprehension.
- This lesson is the first in a series of three lessons and is designed to introduce story grammar and its critical components, provide a series of prompts and questions for use during passage reading, and provide a model for using the story grammar notesheet.
- This strategy can be used with students in second grade who are able to accurately read connected text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages independently.
- Write sentences independently.
- Respond to literal comprehension questions.
- Understand the concepts and vocabulary presented in the passage.

Instructional Design Criteria

When planning story grammar instruction, consider the following features when designing lessons:

- Use narrative text materials.
- Select texts based on:
- the number of characters, plots, goals, and subgoals,
- the number of attempts by characters to achieve their goals,
- the explicitness of the story grammar components,
- length of the story,
- readability of the story, and
- amount of background knowledge required by the students (Carnine, Silbert, & Kame'enui, 1997).
- Commence story grammar instruction using simple, brief, familiar stories with few characters and straightforward conflicts, actions, goals, and resolutions. Simple reading materials provide familiar concepts, vocabulary, and events to apply to the story grammar framework.
- Before reading, teach words that are difficult to read and unfamiliar vocabulary.
- Retell the story following reading.
- For continuing stories, have students recap story grammar elements prior to reading.
- Using the story grammar prompt sheet, design questions to elicit the main points from the passage.
- Determine where critical questions will be asked during reading.

Materials and Examples

- Overhead projector.
- Overhead transparency—Second Grade+ Story Grammar Notesheet (see attached sample).
- Student copies of the passage materials (see attached sample).
- Generic teacher questions tailored to the passage material: Who is the story about? What is he/she trying to do? What happens when he/she tries to do it? What happens in the end? *(or modified version based on the questions on the story grammar prompt sheet).*

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Plan instruction.	• **NOTE:** Instruction of this lesson content would occur over multiple days. Teachers would alter the rate of introduction of each story grammar element based on the student's level of proficiency. Teachers can alter the rate of instruction by introducing either one element per day or two to three elements per day and providing opportunities to practice using the story grammar elements over multiple instructional sessions. • Select familiar instructional-level passages (see attached brief, decodable passage). The passage selected for this lesson is simple so students can focus on the critical features of story grammar. • Analyze the passage. Identify the critical passage features prior to instruction: setting, characters, problem, important events, solution, and theme. • Prepare a series of questions (using the generic teacher questions as a basis) for each story grammar element.	
Introduce the activity.		**Today you are going to learn a strategy that will help you understand short stories. What will this strategy do?** *Help us understand short stories.* **The strategy is called Story Grammar. When you read the stories you will learn about characters, their problems, and how they solve them.**
Model explicit examples. **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	Teacher displays an overhead transparency of the passage and the following questions: 1. Who is the story about? 2. What is he/she trying to do? 3. What happens when he/she tries to do it? 4. What happens in the end? **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	**—SECTION CONTINUED IN NEXT SECTIONAL CHART>**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
		When we read the story, I will ask four questions to help you learn about the characters, their problems, and how they solve them. We can use these questions with any story. *Teacher reads each question aloud then calls on students to restate the questions.*
	Teacher calls on individual students to read the following decodable passage: **The Man in the Sun**[1] The man was in the sun playing golf.[2] The sun was hot on the man's skin.[3] The man said, "I am hot. I will sit by the tree to get out of the sun." The man sat by the tree. The man said, "That is better. I don't feel so hot now."[4]	
	Teacher and students read the passage a second time. Teacher asks questions. The numbers on the passage indicate the appropriate places to stop reading and ask the corresponding question.	**We will read the passage again and I will stop at different points to ask questions. The answers to the questions can be found in the story.**
	Students begin by rereading the title of the story: "The Man in the Sun." Stop students to ask question 1.	**The title of the story tells us we will be reading about a man in the sun. So who is the story about?** *The man.* **Yes, the man. Let's read on to find out what happens.**
	Stop students to ask question 2.	**What is the man trying to do?** *Play golf.* **Yes, the man is trying to play golf. Read on.**
	Stop students to ask question 3.	**What happens when the man tries to play golf?** *The sun is hot on the man's skin.* **Read on.**
	Stop students to ask question 4.	**What happens in the end?** *The man sits by a tree and feels better.* **Yes, the man sits by a tree and feels better.**
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	**—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	**—SECTION CONTINUED IN NEXT SECTIONAL CHART>**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
	The teacher summarizes the story having the students respond to the four questions: 1. Who is the story about? 2. What is the man trying to do? 3. What happens when the man is trying to play golf? 4. What happens in the end?	
	Display the story grammar (second grade) notesheet on the overhead projector.	**Now we will use the information we just learned to complete the story grammar notesheet. If you are not sure of the information that you need, go back and look at the passage again.**
	Teacher describes each feature of the story grammar notesheet and models how to enter information.	**Look at the story grammar notesheet. There are six boxes (point to each of the boxes). Each box asks for specific information about the passage you have just read.**
	Point to the first box. Teacher writes the information in the first box.	**The first box is labeled "Setting." In this box we write about where the story took place. Where did this story take place?** *Outside, in the sun, on a golf course, etc.* **That's right. Where did you find this information?** *Students indicate the relevant place in the passage.* **Let's write that information in the "Setting" box.**
	Point to the second box. Teacher writes the information in the second box.	**The second box is labeled "Characters." In this box we write who the story is about. Who is the story about?** *The man.* **Yes, the man. Where did you find this information?** *Students indicate the relevant place in the passage.* **Let's write "the man" in the "Characters" box.**
	Point to the third box. Teacher writes the information in the third box.	**The third box is labeled "Problem." In this box we write the biggest problem that took place in the story. What is the biggest problem in this story?** *The sun was getting hot on the man's skin.* **Where did you find this information?** *Students indicate the relevant place in the passage.* **Let's write "the sun was getting hot on the man's skin" in the "Problem" box.**
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>

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Instructional Feature	What To Do	Explicit Instruction
	Point to the fourth box. Teacher writes the information in the fourth box.	**The fourth box is labeled "Important Events." In this box we write what the person did to try to solve the problem. What did the man do to try to solve the problem?** *He decided he should sit by a tree.* **Where did you find this information?** *Students indicate the relevant place in the passage.* **Let's write "the man decided to sit by a tree" in the "Important Events" box.**
	Point to the fifth box. Teacher writes the information in the fifth box.	**The fifth box is labeled "Solution." In this box we write how the problem was solved. How did the man solve the problem?** *He sat by the tree and then he did not feel so hot.* **Where did you find this information?** *Students indicate the relevant place in the passage.* **Let's write "the man sat by the tree and then did not feel so hot" in the "Solution" box.**
	Point to the sixth box. Teacher writes the information in the sixth box.	**The sixth box is labeled "Theme." In this box we write what we think the author was trying to tell us. What do you think the author was trying to tell you?** *That when you have a problem it is important to try to figure out how to solve it.* **Good. Often we will need to think about the messages in the story and figure out the theme on our own. That is how you figure out the theme. Let's write "when you have a problem it is important to try to figure out how to solve it" in the "Theme" box.**
Review.	Point to each box. Ask students to label the box and describe the information to be included in each box.	**Let's review the information we need to put in each box and where to find the information we need.**
Provide feedback.	For partially correct responses: Acknowledge the specific pieces of the response that are correct and have the student locate the correct answer in the story. Information in the story: Direct the student to the relevant place in the passage and ask the student to reread the information to find the answer. If inferences are required: Direct students' attention to the relevant place in the passage. Teacher summarizes the relevant information and discusses relevant features of the story. Ask questions to assist students in making a correct inference.	

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Instructional Feature	What To Do	Explicit Instruction
Lesson follow up	Before proceeding to Lesson 2, teacher should repeat the strategy presented in this lesson over two to three additional lessons or until students demonstrate proficiency with each of the story grammar elements.	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage material correctly when called upon?
- Was the content and vocabulary familiar to the students?

Story Grammar:

- Could the students accurately respond to each of the focus questions during passage reading?
- Could the students correctly identify and label the information to be included in each element of the story grammar notesheet?
- Were the students able to accurately identify information from the passage pertaining to each story grammar element?

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Sample Passage

The Man in the Sun

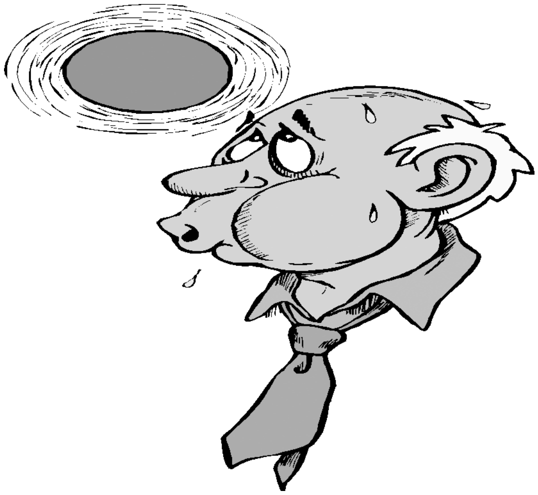
The man was in the sun playing golf.

The sun was hot on the man's skin.

The man said, "I am hot. I will sit by the tree to get out of the sun."

The man sat by the tree.

The man said, "That is better. I don't feel so hot now."



Story Grammar

Kindergarten

Beginning (What happened first?)

Middle (What happened next?)

End (What happened last?)

Story Grammar

First Grade

Who?	
What?	
When?	
Where?	
Why?	

Story Grammar

Second Grade

PROMPT SHEET

Setting
Where did *** happen?
When did *** happen?
When did the story take place?

Characters
Who is the story about?
Who are the main characters?
Who else is in the story?
What is *** like?

Problem
What is ***'s problem?
What does *** have to try to do?
What was the problem in the story?
What did *** want (or not want) to do?

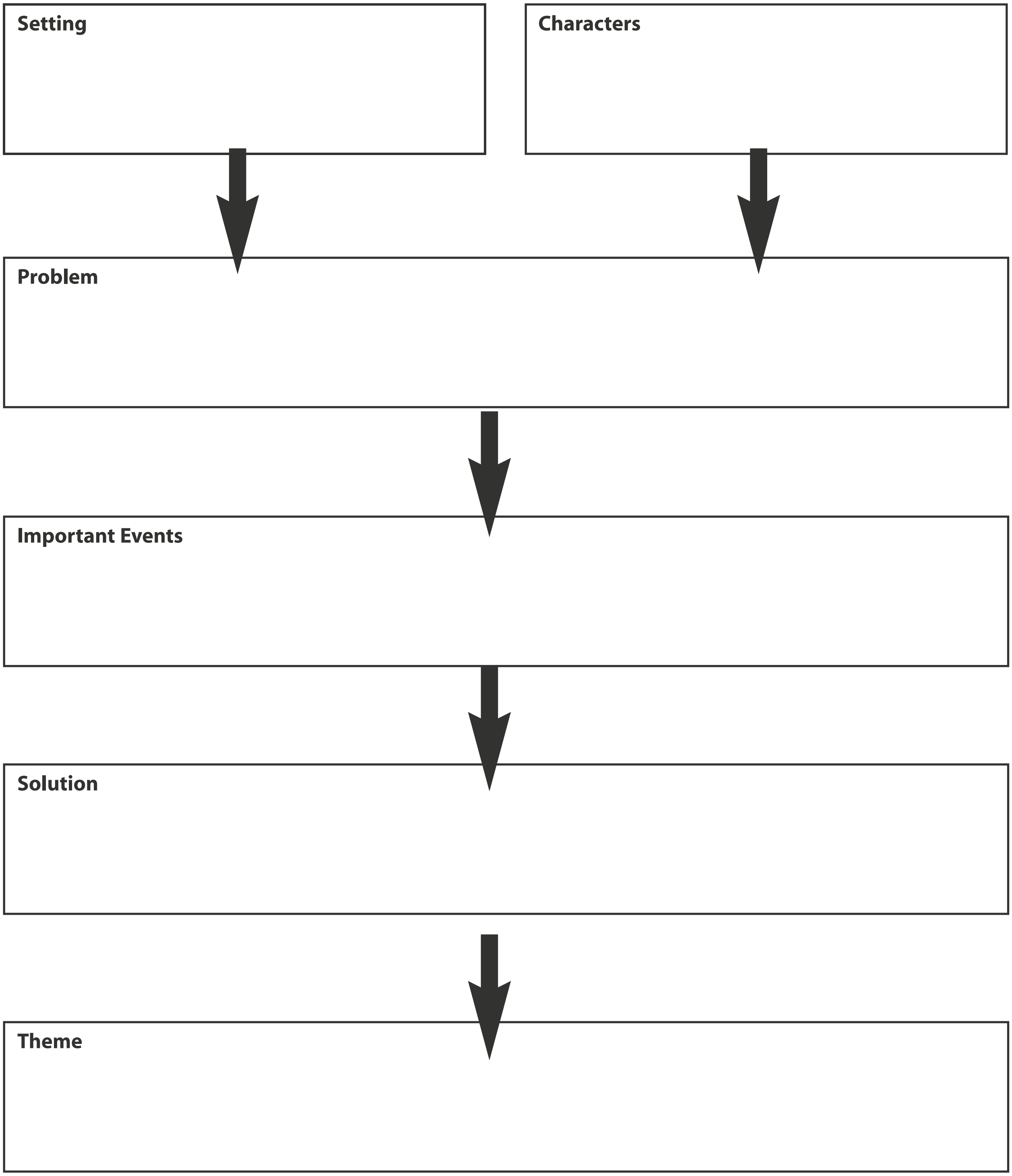
Important Events
What did *** do about ***?
What will *** do now?
What did *** do to try to get what s/he wanted?
How did *** try to solve the problem?

Solution
Did *** get what s/he wanted? Why did *** have trouble getting what s/he wanted?
How did *** solve the problem?
Why was it hard to solve the problem?
Was the problem solved? How did *** achieve his or her goal?

Theme
What did *** learn at the end of the story?
What is the moral?
What lesson did the story try to tell you?
What is the author's message?

Story Grammar

NOTESHEET


Setting
Characters
Problem
Important Events
Solution
Theme

COMPREHENSION

III. Story Grammar-Lesson 2:

Review Strategy—Story Grammar Prompts and Practice

Lesson Objective

Students will retell the main elements of a story using story grammar: setting, characters, problem, important events, solution, and theme.

Corresponding TEKS Objectives

1.12.A & 2.9.A: Use prior knowledge to anticipate meaning and make sense of texts (K-3).

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.I: Represent text information in different ways, including story maps, graphs, and charts (2-3).

Rationale and Purpose

- This activity is designed to focus students' attention on the critical features of narrative passages to enhance reading comprehension.
- This lesson is the second in a series of three lessons and is designed to review story grammar and its critical components, model the use of prompts and questions during passage reading, and provide guided practice in using the story grammar notesheet.
- This strategy can be used with students in second grade who are able to accurately read connected text.

Necessary Preskills

For students to be successful, they need to be able to:

- Respond to literal comprehension questions.
- Read instructional-level passages independently.
- Write sentences independently.
- Understand the concepts and vocabulary presented in the passage.
- Understand the story grammar notesheet, its features, and its purpose.

Instructional Design Criteria

When planning story grammar instruction, consider the following features when designing lessons:

- Use narrative text materials.
- Select texts based on:

  - the number of characters, plots, goals, and subgoals,
  - the number of attempts by characters to achieve their goals,
  - the explicitness of the story grammar components,
  - length of the story,
  - readability of the story, and
  - amount of background knowledge required by the students (Carnine, Silbert, & Kame'enui, 1997).

- Commence story grammar instruction using simple, brief, familiar stories with few characters and straightforward conflicts, actions, goals, and resolutions. Simple reading materials provide familiar concepts, vocabulary, and events to apply to the story grammar framework.
- Before reading, teach words that are difficult to read and unfamiliar vocabulary.
- Retell the story following reading.
- For continuing stories, have students recap story grammar elements prior to reading.
- Using the story grammar prompt sheet, design questions to elicit the main points from the passage.
- Determine where critical questions will be asked during reading.

Materials and Examples

- Overhead projector.
- Overhead transparency—Second Grade+ Story Grammar Notesheet (see attached samples).
- Student copies of the passage materials (see attached sample).
- Student copies of the Story Grammar Notesheet.
- Generic teacher questions tailored to the passage material: Who is the story about? What is he/she trying to do? What happens when he/she tries to do it? What happens in the end? *(or modified version based on the questions on the story grammar prompt sheet).*

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Plan instruction.	• Use the passage introduced in Lesson 1. • Provide each student a copy of the passage and the story grammar notesheet.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.		**Today we will review the story grammar procedure introduced in the last lesson. This strategy will help you understand short stories. What will this strategy do?** *Help us understand short stories.* **Remember, when you use story grammar while you read stories, you will learn about characters, their problems, and how they solve them.**
Review. **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	Begin the lesson by reviewing the features of the story grammar notesheet. Call on students to name the six elements of the story grammar notesheet: setting, characters, problem, important events, solution, and theme. Place the story grammar notesheet on the overhead projector. Point to each story grammar component individually and review it's function: • Setting—where the story took place. • Characters—who the story is about. • Problem—the biggest problem that took place in the story. • Important events—what the person did to try to solve the problem. • Solution—how the problem was solved. • Theme—what we think the author was trying to tell us. Provide each student a copy of the passage from the previous lesson. Call on individual students to read the following passage: **The Man in the Sun**[1] The man was in the sun playing golf.[2] The sun was hot on the man's skin.[3] The man said, "I am hot. I will sit by the tree to get out of the sun." The man sat by the tree. The man said, "That is better. I don't feel so hot now."[4] **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	**Who can remember the names of the six boxes on the story grammar notesheet?** *Call on individual students. (If necessary, ask, "Who knows the name of one box?")* **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
	Teacher and students read the passage a second time. Teacher asks questions. The numbers on the passage above indicate the appropriate places to stop reading and ask the corresponding question. Students begin by reading the title of the story: Stop students to ask question 1. Who is the story about? Read the remaining passage, stopping at the designated places to ask the following questions: 2. What was the man trying to do? 3. What happened when the man was trying to play golf? 4. What happened in the end? Teacher summarizes the story having the students respond to each of the four questions: 1. Who is the story about? 2. What was the man trying to do? 3. What happened when the man was trying to play golf? 4. What happened in the end?	**We will read the story a second time, and I am going to ask you four questions to help learn about the characters, their problems, and how they solve them. The answers to the questions can be found in the story.** *Teacher reads each question aloud then calls on students to restate the questions.*
Provide students opportunities for practice. —SECTION CONTINUED IN NEXT SECTIONAL CHART>	Display the story grammar notesheet on the overhead projector and distribute individual student copies. —SECTION CONTINUED IN NEXT SECTIONAL CHART>	**Now we will use the information we just learned to complete the story grammar notesheet. If you are not sure of the information you need, go back and look at your passage again.** **Look at the story grammar notesheet. There are six boxes (point to each of the boxes). Each box asks for specific information about the passage you have just read. We are going to complete the story grammar notesheet together using the information from the passage.** —SECTION CONTINUED IN NEXT SECTIONAL CHART>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
	Teacher walks the students through the process of completing the story grammar notesheet. Teacher does not model the writing process.	
	Point to the first box. Teacher pauses for students to write the information in the first box.	**Put your finger on the first box. The first box is labeled "Setting." In this box we write about where the story took place. Where did this story take place?** *Outside, in the sun, on a golf course, etc.* **That's right. Write this information in the "Setting" box.**
	Point to the second box. Teacher pauses for students to write the information in the second box.	**Put your finger on the second box. The second box is labeled "Characters." In this box we write who the story is about. Who is the story about?** *The man.* **Yes, the man. Write this information in the "Characters" box.**
	Point to the third box. Teacher pauses for students to write the information in the third box.	**Put your finger on the third box. The third box is labeled "Problem." In this box we write the biggest problem that took place in the story. What is the biggest problem in this story?** *The sun was getting hot on the man's skin.* **Write this information in the "Problem" box.**
	Point to the fourth box. Teacher pauses for students to write the information in the fourth box.	**Put your finger on the fourth box. The fourth box is labeled "Important Events." In this box we write what the person did to try to solve the problem. What did the man do to try to solve the problem?** *He decided he should sit by a tree.* **Write this information in the "Important Events" box.**
	Point to the fifth box. Teacher pauses for students to write the information in the fifth box.	**Put your finger on the fifth box. The fifth box is labeled "Solution." In this box we write how the problem was solved. How did the man solve the problem?** *He sat by the tree and then he did not feel so hot.* **Write this information in the "Solution" box.**
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
	Point to the sixth box. Teacher pauses for students to write the information in the sixth box. Briefly review the information from the passage that students should have included in each box. Collect each student notesheet and examine student responses to determine level of proficiency.	**Put your finger on the sixth box. The sixth box is labeled "Theme." In this box we write what we think the author was trying to tell us. What do you think the author was trying to tell you?** *That when you have a problem it is important to try to figure out how to solve it.* **Write this information in the "Theme" box.**
Provide feedback.	The following feedback procedure applies to both verbal and written responses during the lesson. Teacher moves around the room examining students' written work while students complete the components of the story grammar notesheet. For partially correct responses: Acknowledge the specific pieces of the response that are correct, and have the student locate the correct answer in the story. If a student is unable to locate the correct answer in the story, point to the relevant place in the passage. Information in the story: Direct the student to the relevant place in the passage and ask the student to reread the information to find the answer. If inferences are required: Direct students' attention to the relevant place in the passage. Teacher summarizes the relevant information and discusses relevant features of the story. Ask questions to assist students in making a correct inference.	
Review.	Before proceeding to Lesson 3, teacher should repeat the strategy presented in this lesson over two to three additional lessons or until students demonstrate proficiency with guided use of the story grammar notesheet.	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage material correctly when called upon?
- Was the content and vocabulary familiar to the students?

Story Grammar:

- Could the students accurately respond to each of the focus questions during reading?
- Could the students correctly identify and label the information to be included in each element of the story grammar notesheet?
- Were the students able to accurately identify information from the passage pertaining to each story grammar element?
- Could the students enter information into the story grammar notesheet correctly?
- If students successfully completed the tasks presented in this lesson, move on to Lesson 3.
- If students are unable to complete the tasks presented in this lesson, review the strategies and content presented in this lesson over multiple days. Break down the lesson into smaller components until students demonstrate proficiency with each of the story grammar elements and the story grammar notesheet.

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Sample Passage

The Man in the Sun

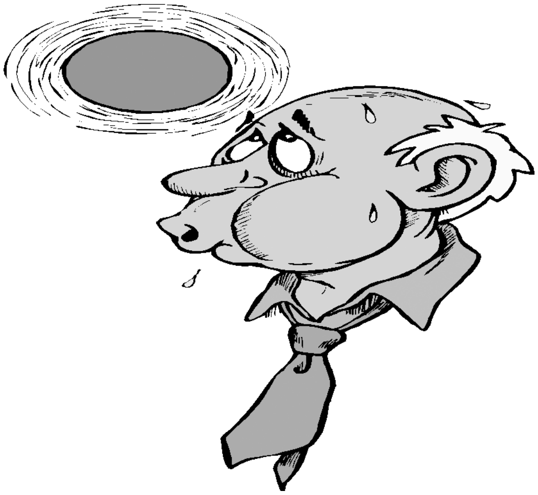
The man was in the sun playing golf.

The sun was hot on the man's skin.

The man said, "I am hot. I will sit by the tree to get out of the sun."

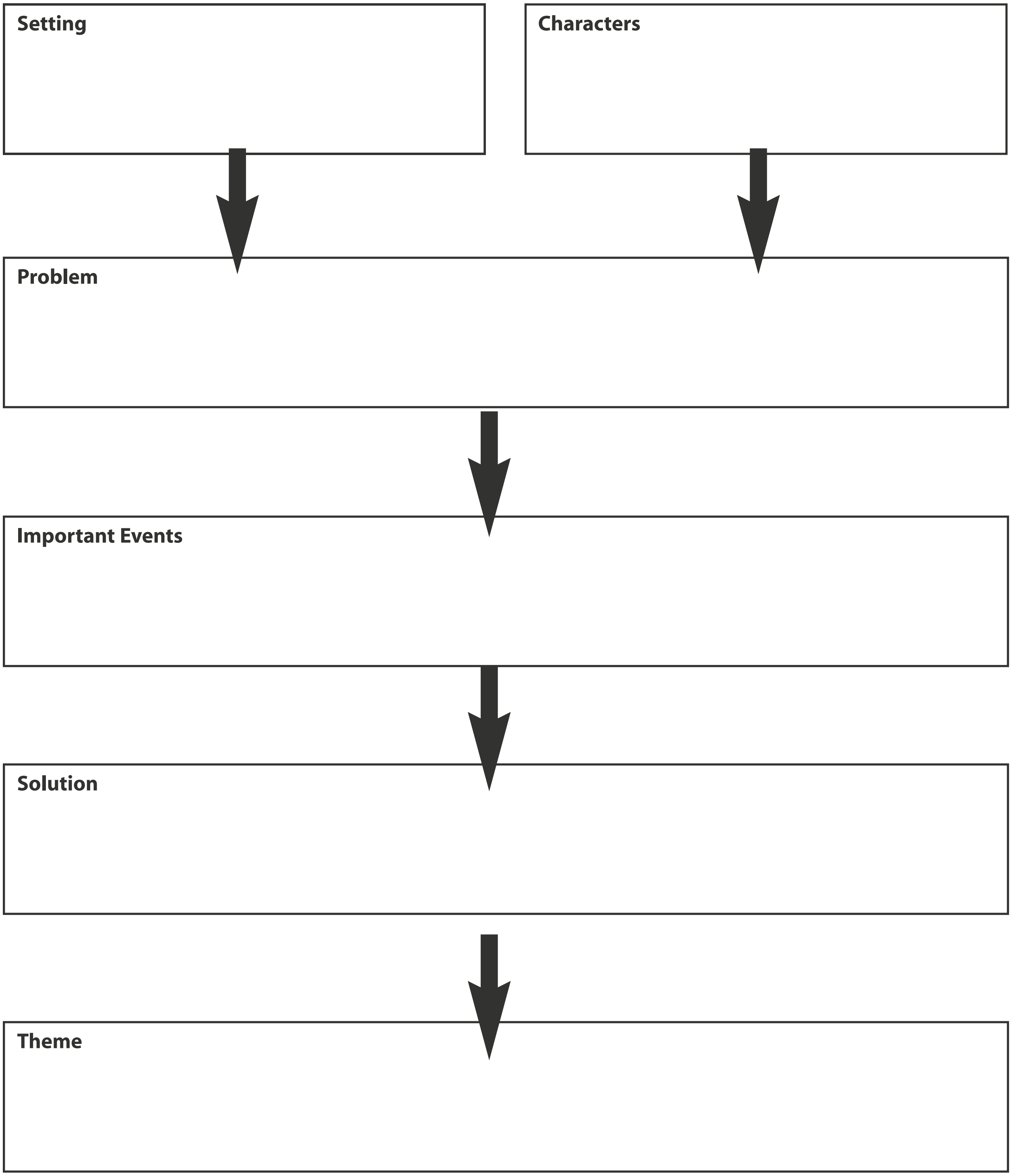
The man sat by the tree.

The man said, "That is better. I don't feel so hot now."



Story Grammar

NOTESHEET


Setting
Characters
Problem
Important Events
Solution
Theme

COMPREHENSION

III. Story Grammar-Lesson 3:

Expansion Strategy—Independent Practice with Story Grammar

Lesson Objective

Students will retell the main elements of a story using story grammar: setting, characters, problem, important events, solution, and theme.

Corresponding TEKS Objectives

1.12.A & 2.9.A: Use prior knowledge to anticipate meaning and make sense of texts (K-3).

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.I: Represent text information in different ways, including story maps, graphs, and charts (2-3).

Rationale and Purpose

- This activity is designed to focus students' attention on the critical features of narrative passages to enhance reading comprehension.
- This lesson is the third in a series of three lessons and is designed to review story grammar and it's critical components and provide independent practice in using the story grammar notesheet.
- This strategy can be used with students in second grade who are able to accurately read connected text.

Necessary Preskills

For students to be successful, they need to be able to:

- Respond to literal comprehension questions.
- Read instructional level passage material independently.
- Write sentences independently.
- Understand the concepts and vocabulary presented in the passage.
- Understand the story grammar notesheet, its features, and its purpose.
- Correctly and independently enter information into the story grammar notesheet.

Instructional Design Criteria

When planning story grammar for instruction, consider the following features when designing lessons:

- Use narrative text materials.
- Select texts based on:
- the number of characters, plots, goals, and subgoals,
- the number of attempts by characters to achieve their goals,
- the explicitness of the story grammar components,
- length of the story,
- readability of the story, and
- amount of background knowledge required by the students (Carnine, Silbert, & Kame'enui, 1997).
- Commence story grammar instruction using simple, brief, familiar stories with few characters and straightforward conflicts, actions, goals, and resolutions. Simple reading materials provide familiar concepts, vocabulary, and events to apply to the story grammar framework.
- Before reading, teach words that are difficult to read and unfamiliar vocabulary.
- Retell the story following reading.
- For continuing stories, have students recap story grammar elements prior to reading.
- Using the story grammar prompt sheet, design questions to elicit the main points from the passage.
- Determine where critical questions will be asked during passage reading.

Materials and Examples

- Overhead projector.
- Overhead transparency—Second Grade+ Story Grammar Prompt Sheet and Story Grammar Notesheet (see attached samples).
- Student copies of the passage materials (see attached sample).
- Student copies of the Story Grammar Notesheet.
- Student copies of the Story Grammar Prompt Sheet.
- Generic teacher questions tailored to the passage material: Who is the story about? What is he/she trying to do? What happens when he/she tries to do it? What happens in the end? *(or modified version based on the questions on the story grammar prompt sheet).*

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Plan instruction.	• Select a new passage at the students' instructional level—in this instance, a brief, decodable passage (see attached passage). The passage selected for this lesson is simple enough to enable students to focus on the critical features of story grammar, rather than requiring students to read a more difficult passage with higher decoding and comprehension demands. • Analyze the passage. Identify the critical passage features prior to instruction: setting, characters, problem, important events, solution, and theme. • Prepare a series of questions (using the generic teacher questions as a basis) for each story grammar element. • Provide each student a copy of the passage, story grammar notesheet, and story grammar prompt sheet.	
Introduce the activity.		**Today we will review the story grammar strategy we have been learning. Who can tell me why the story grammar strategy is helpful?** *It helps us understand short stories.* **Using story grammar when you read passages will help you learn about the characters, their problems, and how they solve them.**
Model explicit example and review. **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	Display an overhead transparency of the following questions: 1. Who is the story about? 2. What is he/she trying to do? 3. What happens when he/she tries to do it? 4. What happens in the end? Introduce the new passage. **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	**Today we will read a new story. When we read the story I will ask four questions about the characters, their problems, and how they solve them. We can use these questions for any story.** *Teacher reads each question aloud then calls on students to restate the questions.* **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
	Teacher calls on individual students to read the following decodable passage: **The Dog and the Cat**[1] A dog was going to the shop. He met a cat on the way to the shop. The dog said to the cat, “Would you like to go to the shop with me?”[2] The cat said, “No, I cannot. You are a dog. You will eat me.”[3] The dog said, “No, I will not. I don’t eat cats.” So the dog and the cat went to the shop.[4]	
	Teacher and students read the passage a second time. Teacher asks questions. The numbers on the passage above indicate the appropriate places to stop reading and ask the corresponding question.	**We will read the passage again. During reading, I will stop at different points to ask questions. The answers to the questions can be found in the story.**
	Students begin by rereading the title of the story: “The Dog and the Cat.” Stop students to ask question 1.	**Who are the main characters we will be reading about?** *The dog and the cat.* **Yes, the dog and the cat. Let’s read on to find out what happens.**
	Stop students to ask question 2.	**What was the dog trying to do?** *Walk to the shop.* He wanted the cat to come with him. **Yes, the dog was trying to get the cat to walk to the shop with him. Read on.**
	Stop students to ask question 3.	**What happened when the dog was trying to get the cat to walk to the shop with him?** *The cat said no, she thought the dog would eat her.* **Read on.**
	Stop students to ask question 4.	**What happened in the end?** *The dog tells the cat he will not eat her and they walk to the shop.* **Yes, the dog tells the cat he will not eat her and they walk to the shop together.**
	Teacher summarizes the story having the students respond to the four questions: 1. Who is the story about? 2. What was the dog trying to do? 3. What happened when the dog was trying to get the cat to walk to the shop with him? 4. What happened in the end?	
	Teacher reviews the features of the story grammar notesheet.	
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
	Place the story grammar notesheet on the overhead projector. Call on students to name the six elements of the story grammar notesheet and the information that goes in each box: • Setting—where the story took place. • Characters—who the story is about. • Problem—the biggest problem that took place in the story. • Important events—what the person did to try to solve the problem. • Solution—how the problem was solved. • Theme—what we think the author was trying to tell us. Place the story grammar prompt sheet on the overhead projector. Read through each box and explain that the story grammar prompt sheet is to be used when working independently or with a partner to complete a story grammar exercise. This sheet provides clues if students are unsure of the information to be included in each of the six boxes. Distribute copies of the story grammar notesheet and the story grammar prompt sheet. Describe the prompts listed below under "Provide feedback" to assist students if they experience difficulty completing the story grammar notesheet.	**Look at the story grammar notesheet. There are six boxes (point to each of the boxes). Each box asks for specific information about the passage you have just read. You are going to complete the story grammar notesheet with a partner using the information from the passage.** **First, who can remember the names of the six boxes on the story grammar notesheet and the information to include in each box?** *Call on individual students.* **Now you will use the information you just learned from the story to complete the story grammar note sheet with a partner. Each student will be given a copy of the story grammar note sheet and the story grammar prompt sheet.** **Begin.**
Provide students opportunities for practice.	Students complete the task working with a partner. Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for errors.	

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	The following feedback procedure applies to both verbal and written responses during the lesson. If you get stuck … If the student is not sure about the type of information to place in a specific box on the story grammar notesheet, refer them to the story grammar prompt sheet. If a student is not sure what words to put in one of the spaces refer them back to the passage, then have them discuss possible ideas with their partner. For partially correct responses: Acknowledge the specific pieces of the response that are correct and have the student locate the correct answer in the story. Information in the story: Direct the student to the relevant place in the passage and ask the student to reread the information to find the answer. If inferences are required: Direct student attention to the relevant place in the passage. Teacher summarizes the relevant information and discusses relevant features of the story. Ask questions to assist students in making a correct inference.	
Assess understanding.	Following partner work, bring students back together and review the information that could have been included in each box. Collect each student notesheet and examine student responses to determine level of proficiency.	
Review.	Before proceeding to more complicated passage materials, teacher should repeat the strategy presented in this lesson over two to three additional lessons or until students demonstrate proficiency with independent use of the story grammar notesheet.	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage material correctly when called upon?
- Was the content and vocabulary familiar to the students?

Story Grammar:

- Could the students accurately respond to each of the focus questions during reading?
- Could the students correctly identify and label the information to be included in each element of the story grammar notesheet?
- Were the students able to accurately identify information from the passage pertaining to each story grammar element?
- Could the students enter information into the story grammar notesheet correctly?
- If students successfully completed the tasks presented in this lesson, move on to more difficult passage materials.
- If students are unable to complete the tasks presented in this lesson, review the strategies and content presented in this lesson over multiple days. Break down the lesson into smaller components until students demonstrate proficiency with independent use of the story grammar elements and the story grammar notesheet.

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Sample Passage

The Dog and the Cat

A dog was going to the shop.

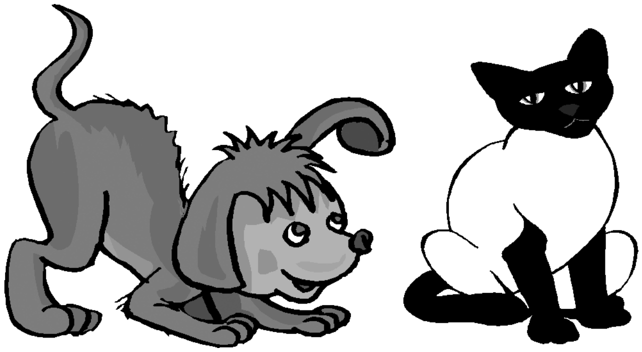
He met a cat on the way to the shop.

The dog said to the cat, "Would you like to go to the shop with me?"

The cat said, "No, I cannot. You are a dog. You will eat me."

The dog said, "No, I will not. I don't eat cats."

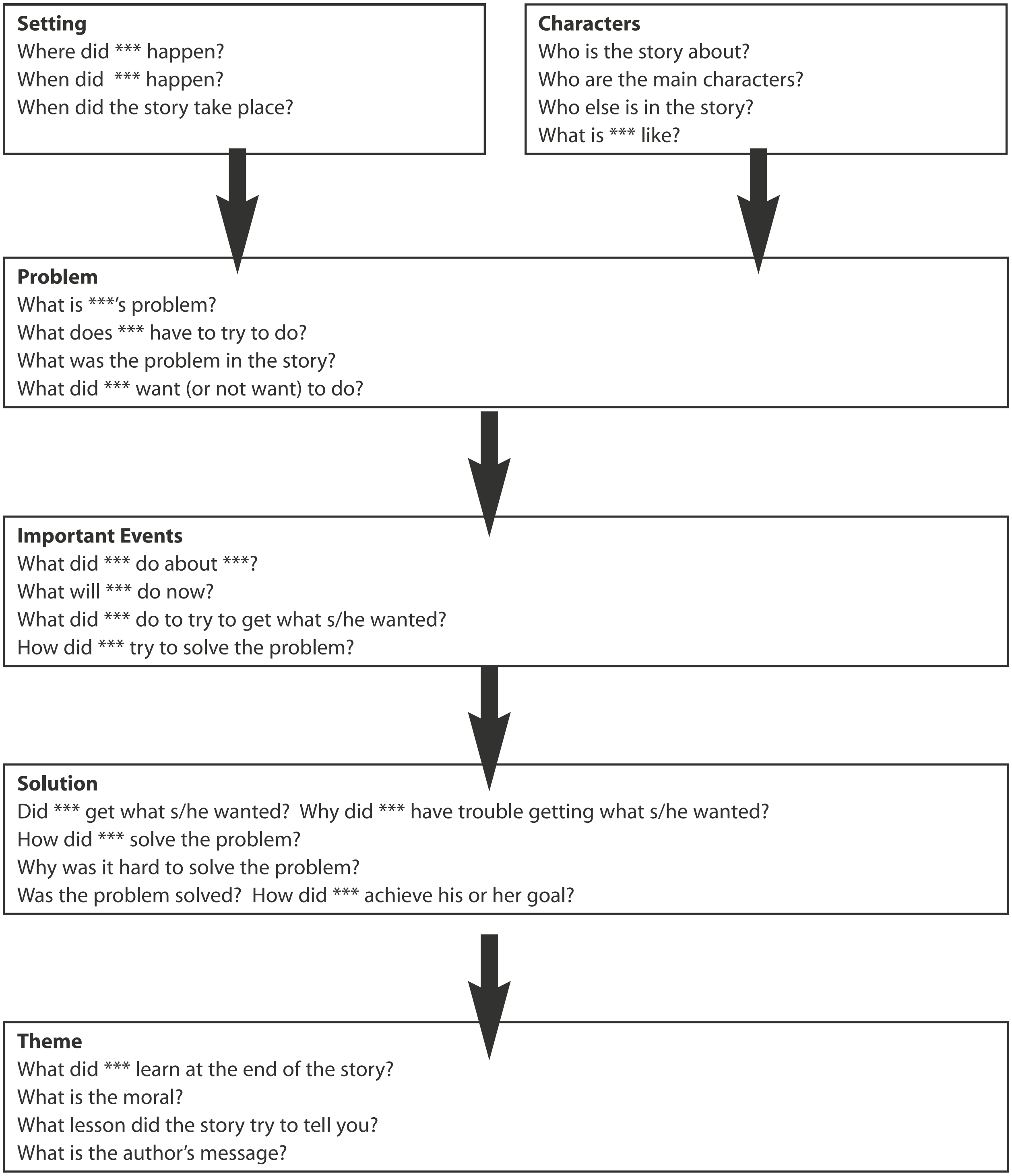
So the dog and the cat went to the shop.



Story Grammar

Second Grade

PROMPT SHEET



Setting
Where did *** happen?
When did *** happen?
When did the story take place?

Characters
Who is the story about?
Who are the main characters?
Who else is in the story?
What is *** like?

Problem
What is ***'s problem?
What does *** have to try to do?
What was the problem in the story?
What did *** want (or not want) to do?

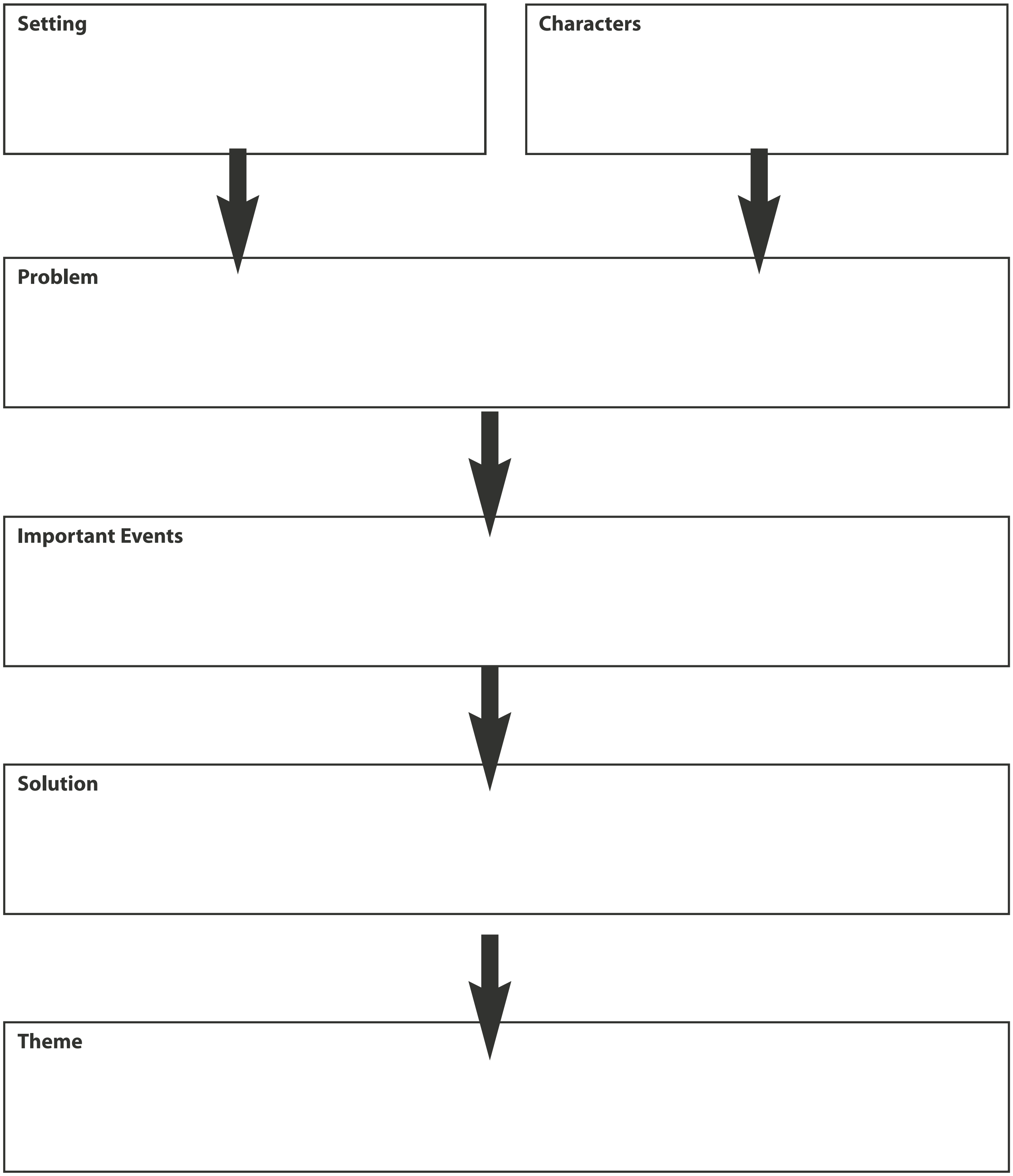
Important Events
What did *** do about ***?
What will *** do now?
What did *** do to try to get what s/he wanted?
How did *** try to solve the problem?

Solution
Did *** get what s/he wanted? Why did *** have trouble getting what s/he wanted?
How did *** solve the problem?
Why was it hard to solve the problem?
Was the problem solved? How did *** achieve his or her goal?

Theme
What did *** learn at the end of the story?
What is the moral?
What lesson did the story try to tell you?
What is the author's message?

Story Grammar

NOTESHEET


Setting
Characters
Problem
Important Events
Solution
Theme

COMPREHENSION

IV. Sequencing-Lesson 1:

Initial Instructional Strategy—Finding a Story Sequence

Introduction

In this three-lesson strategy set, students learn a strategy to help them correctly sequence events in short, decodable passages. The first lesson introduces a format to help students sequence events or actions in a text. The second lesson provides students with teacher guidance and opportunities to practice using the sequencing format. It also extends the sequencing format to a matching sequences activity. The third lesson provides partner practice using the sequencing format and writing to sequence events or actions in texts.

Lesson Objective

Students will sequence events in a short, decodable passage in the order they occur.

Corresponding TEKS Objectives
K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.H: Produce summaries of text selections (2-3).

Rationale and Purpose

- This strategy is designed to teach first-grade students to sequence events in texts. Sequencing events helps students to organize and comprehend key information.
- The strategy may also be used with older students who have difficulties sequencing events after reading.
- This lesson is the first in a series of three sequencing lessons and is designed to introduce the concept of sequencing and to provide a structure for identifying and sequencing events in text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages.
- Understand the concepts and vocabulary in the strategy and texts.
- Literally comprehend texts.

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- As students become increasingly proficient at sequencing events or actions in passages, fade the use of prompts and increase passage difficulty.
- Increase passage difficulty by increasing both the passage length and the number of events in a sequence.
- Increase passage difficulty when students are able to sequence events from the current passage without error for two consecutive days.

Materials and Examples

- Two enlarged teacher copies of the passage.
- Student copies of the passage (see attached sample).
- Highlighters/marker pens for teacher and each student.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Select a brief, decodable passage containing several simple events.	
		Today we are going to learn to sequence events that happen in a story. When we sequence we put events in order. What do we do when we sequence? *Put events in order.* **A sequence helps us remember the order that events happen in a story. What does a sequence help us to do?** *Remember the order events happen in a story.*

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	Provide each student a copy of the passage. Display enlarged teacher copy of the passage in a position where all students can see.	
	Read the following passage aloud to the students: **The Cat and the Dog at the Shop** The cat and the dog went to the shop.$_1$ At the shop, the cat and dog met a pig.$_2$ The pig was hot. He said, "I need a drink. I will get pop."$_3$ So the pig, the cat, and the dog had pop at the shop.$_4$	**First I will read the passage out loud while you follow along on your copy.**
		Now we will reread the passage and find out the sequence of important events that happened in the story. This time, I will use a marker to highlight the sequence of events that happened in the story. **Put your finger on the first word in the title and read with me:** *"The Cat and the Dog at the Shop."* **Continue reading.**
	Group reads passage. The numbers on the passage above indicate where to stop reading to highlight events from the passage.	
	Stop students' reading at point 1: The cat and the dog went to the shop. Teacher models highlighting the sentence on teacher's copy of the passage.	**Did something happen in this sentence?** *Yes.* **What happened?** *The cat and the dog went to the shop.* **Yes, the cat and the dog went to the shop. Watch as I take my marker and highlight that sentence. Read on.**
	Stop students' reading at point 2: At the shop, the cat and dog met a pig. Teacher models highlighting the sentence on teacher's copy of the passage.	**Did something happen in this sentence?** *Yes.* **What happened?** *The cat and the dog met a pig at the shop.* **Yes, the cat and the dog met a pig at the shop. Watch as I take my marker and highlight that sentence. Read on.**
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>

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Instructional Feature	What To Do	Explicit Instruction
	Continue the process for the remaining examples: • Stop students' reading at remaining points. • Identify whether an event occurred in the passage. • If an event did occur, highlight the sentence. • If an event did not occur, students read on without marking the passage.	**Look at my copy of the passage. See how I have highlighted four sentences with my marker. Let's count them.** *(Teacher points to each sentence and counts them with the students).* **Now I will number each sentence 1 through 4.** *(Teacher points to each sentence individually, says the number of the sentence and labels each sentence with a number).*
Assess understanding.	Teacher calls on individual students to respond. Teacher repeats the question for the remaining two events.	**Now we know there were four important events that happened in the passage and the order that they happened.** **Who can tell me the first thing that happened in the story?** *The cat and the dog went to the shop.* **Yes, the cat and the dog went to the shop.** **Who can tell me the second thing that happened in the story?** *The cat and the dog met a pig at the shop.* **Yes, the cat and the dog met a pig at the shop.**
Provide students opportunities to practice.	Displayed clean enlarged teacher copy of the passage in a position where all students can see. Teacher guides the students through the process by: • using the passage, wording, and procedures detailed in the Model Explicit Examples section of the lesson, • having the students follow along and mark their copy of the passage, and • numbering the sentences in the order they occur in the passage. Call on individual students to recall events from the passage in correct order from beginning to end.	**Now we will do the same thing again. This time, you will follow along and mark the sentences on your copy of the passage. After we have marked each sentence, we will number them in order.** **Who can tell me all of the events that happened in the story from beginning to end?**

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Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	If a student makes errors responding to questions, direct the student to the relevant place in the passage and ask the student to reread the information to find the answer.	**Teacher asks student: "Did something happen in this sentence?"** *(yes/no)* **"Do we need to highlight the sentence?"** *(yes/no)*
Lesson follow up	Before proceeding to Lesson 2, teacher should repeat the strategy presented in this lesson with two to three stories of similar difficulty or until students demonstrate proficiency.	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage correctly when called upon?
- Was the passage content and vocabulary familiar to the students?

Sequencing:

- Could students accurately identify the events that occurred in the story?
- Could the students label the events in the correct order?

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

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Sample Passage

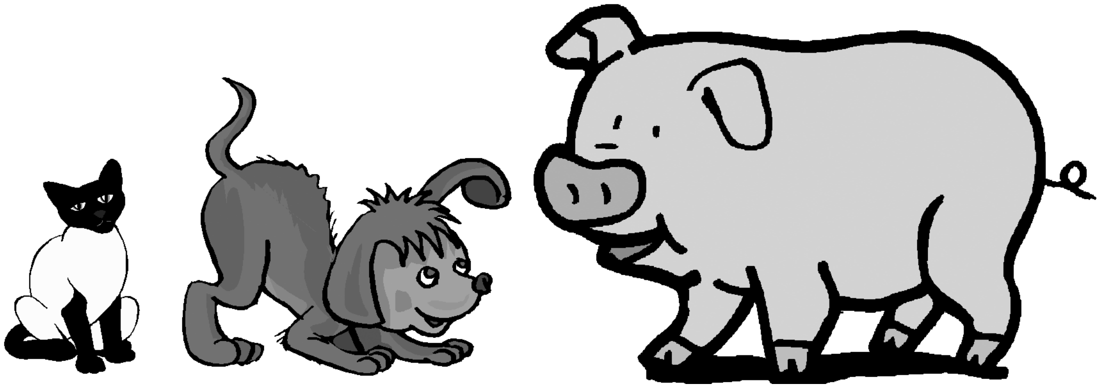
The Cat and Dog at the Shop

The cat and the dog went to the shop.

At the shop, the cat and dog met a pig.

The pig was hot. He said, "I need a drink. I will get pop."

So the pig, the cat, and the dog had pop at the shop.



COMPREHENSION

IV. Sequencing-Lesson 2:

Review Strategy—Matching Sequences

Lesson Objective

Students will sequence events in a short, decodable passage in the order they occur.

Corresponding TEKS Objectives

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.H: Produce summaries of text selections (2-3).

Rationale and Purpose

- This strategy is designed to teach first-grade students to sequence events in texts. Sequencing events helps students to organize and comprehend key information.
- The strategy may also be used with older students who have difficulties sequencing events after reading.
- This lesson is the second in a series of three sequencing lessons and is designed to review the concept of sequencing and a strategy for identifying and sequencing events in text and to introduce a strategy for sequencing events when given a passage and a series of events.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages.
- Understand the concepts and vocabulary in the strategy and texts.
- Literally comprehend texts.
- Utilize the sequencing strategy.

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- As students become increasingly proficient at sequencing events or actions in passages, fade the use of prompts and increase passage difficulty.
- Increase passage difficulty by increasing both the passage length and the number of events in a sequence.
- Increase passage difficulty when students are able to sequence events from the current passage without error for two consecutive days.

Materials and Examples

- One enlarged teacher copy of the passage.
- One enlarged teacher copy of the sequencing activity.
- Student copies of the passage (see attached sample).
- Student copies of the sequencing activity (see attached sample).
- Highlighters/marker pens for the teacher and each student.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	• Select a brief, decodable passage containing several simple events. • The passage for this lesson is more complex than the passage from Lesson 1 in terms of decodability. The passage also contains distracter sentences (sentences that are not vital to sequencing the passage).	
Introduction		**Today we are going to review how to sequence events that happen in a story. A sequence helps us remember the order events happen in a story. What does a sequence help us to do?** *Remember the order events happen in a story.*

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Review.	Teacher reads the following passage aloud to the students:	**First I will read the passage out loud while you follow along on your copy.**
	The Pig and the Duck It was a hot, sunny day. The pig saw his friend the duck. The pig said, "Duck, I am hot. I need to cool down." The duck said, "I am hot too. I need a swim." So the duck and the pig went to the lake. When the pig and the duck got to the lake, the pig said, "I cannot swim." The duck said, "I can. You can sit in the cool mud by the lake." So the duck had a swim and the pig sat in the cool mud. Then the pig and the duck did not feel hot.	
		Now we will reread the passage and find out important events that happened in the story. This time, each of us will use a marker to highlight the important events that happen in the story while we read. **Put your finger on the first word in the title and read with me:** *"The Pig and the Duck."* **Continue reading.**
	Group reads passage. Stop at each sentence in the passage.	
	Stop students' reading after the first sentence: It was a hot, sunny day.	**Did something happen in this sentence?** *No.* **Why not?** *Because the sentence does not tell about something that happened.* **What does it tell about?** *A hot, sunny day.* **Do I need to highlight this sentence?** *No.* **Read on.**
	Stop students after the second sentence: The pig saw his friend the duck.	**Did something happen in this sentence?** *Yes.* **What happened?** *The pig saw his friend the duck.* **Yes, the pig saw his friend the duck. Take your marker and highlight that sentence. Read on.**
	Teacher and students highlight the sentence on their copy of the passage.	
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	**—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	**—SECTION CONTINUED IN NEXT SECTIONAL CHART>**

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Instructional Feature	What To Do	Explicit Instruction
	Teacher and students highlight the sentence on their copy of the passage. Continue the process for the remaining examples: • Stop students' reading after each sentence. • Identify whether an event occurred in the sentence. • If an event did occur, highlight the sentence. • If an event did not occur, students read on without marking the passage.	**Look at my copy of the passage. I have highlighted five parts of the passage with my marker. Your passage should look the same. Let's count them.** *(Teacher points to each section from the passage and counts the sections aloud with the students).* **Now I will number each sentence 1 through 5.** *(Teacher points to each sentence individually in order, says the number of the sentence, and labels each sentence with a number).* **Your turn. Number the sentences on your passage in the order that they happen.**
Assess understanding.	Call on individual students to recall events from the passage. Call on individual students to recall events from the passage in correct order from beginning to end.	**Now we know there were five important events that happened in the passage and the order that they happened.** **Who can tell me the first three events that happened in the story?** *(1) The pig saw his friend the duck, (2) The pig said, "Duck, I am hot. I need to cool down." The duck said, "I am hot too. I need a swim," and (3) The duck and the pig went to the lake.* **Who can tell me the next two events that happened in the story? (***4) The duck had a swim and the pig sat in the cool mud, and (5) Then the pig and the duck did not feel hot.* **Who can tell me all the events that happened in the story from beginning to end?**
Model explicit example. **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	Place enlarged copy of the sequencing activity sheet in a position where all students can see. **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	**We have learned how to read a passage, identify events, and put them in order. Now I will show you how to put information in order when it is not in the right order to begin with.** **You will need a sheet of paper with a copy of the passage we just read on the top half of the page and sentences on the bottom half of the page.** **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**

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Instructional Feature	What To Do	Explicit Instruction
	Teacher and students read the passage and directions together. Sample Activity Sheet: **The Pig and the Duck** It was a hot, sunny day. The pig saw his friend the duck. The pig said, "Duck, I am hot. I need to cool down." The duck said, "I am hot too. I need a swim." So the duck and the pig went to the lake. When the pig and the duck got to the lake, the pig said, "I cannot swim." The duck said, "I can. You can sit in the cool mud by the lake." So the duck had a swim and the pig sat in the cool mud. Then the pig and the duck did not feel hot. Write a 1 in front of what happened first, a 2 in front of what happened next, a 3 in front of what happened third, a 4 in front of what happened fourth, and a 5 in front of what happened last. ___ Then the pig and the duck did not feel hot. ___ The duck and the pig went to the lake. ___ The pig saw his friend the duck. ___ The duck had a swim and the pig sat in the cool mud. ___ The pig said, "Duck, I am hot. I need to cool down." The duck said, "I am hot too. I need a swim."	**Let's begin by reading the passage and the directions.**
		Look at the sentences at the bottom of the page. Put your finger on the first sentence that says: "Then the pig and the duck did not feel hot." **Find where it says "Then the pig and the duck did not feel hot" in the passage above.** *(Students and teacher locate the sentence).* **Watch as I highlight the sentence with my marker.**
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	**—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	**—SECTION CONTINUED IN NEXT SECTIONAL CHART>**

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Instructional Feature	What To Do	Explicit Instruction
	Repeat the process modeling the procedure for the remaining three sentences. Repeat the process for the remaining three sentences. Repeat this process for the remaining four sentences. Reread each sentence and review the numbers that correspond with each sentence.	**Put your finger on the second sentence at the bottom of the page that says "The duck and the pig went to the lake."** **Find where it says "The duck and the pig went to the lake" in the passage above.** *(Students and teacher locate the sentence).* **Watch as I highlight the sentence with my marker.** **Look at the passage. Put your finger on the first sentence in the story that has been highlighted. Watch as I place a 1 over that sentence.** **Put your finger on the second sentence in the story that has been highlighted. Watch as I place a 2 over it.** **Look at the items on the bottom half of the page.** **Touch the first item, "Then the pig and the duck did not feel hot."** **Now touch where it says "Then the pig and the duck did not feel hot" in the passage above.** **What number is written over the words "Then the pig and the duck did not feel hot" in the passage?** *5.* **Yes, 5.** **Write the number** *5* **in the space in front of the sentence "Then the pig and the duck did not feel hot" on the bottom half of the page.**
Provide opportunities to practice. **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	Provide each student a copy of the sequencing activity sheet. **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	**Now you will use the strategy we just learned to work with a partner and complete the same activity.** **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
	Review the process for completing the task: 1. Read the passage and the directions. 2. Locate and highlight the item sentences in the passage above. 3. Number the sentences in the order they occur. 4. Locate each item sentence in the passage and record the corresponding number beside the sentence items on the bottom of the page. Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for understanding.	**Begin.**
Provide feedback.	If a student experiences difficulty matching sentences, direct the student to the relevant place in the passage and ask the student to reread the information and cross check the information with the item sentence. If a student experiences difficulty identifying the sequence of events, have the student read each sentence from the beginning following along with his/her finger. As the student reads each highlighted sentence, have him/her pause and mark the sentence with the appropriate number.	
Assess understanding.	Following the partner activity, bring students back together and review each sentence that was marked and the order events occurred. Collect the sequencing activity sheets and examine students' responses to determine their levels of understanding and proficiency.	
Lesson follow up	Before proceeding to Lesson 3, teacher should repeat the strategy presented in this lesson with two to three stories of similar difficulty or until students demonstrate proficiency.	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage correctly when called upon?
- Was the content and vocabulary familiar to the students?

Sequencing:

- Were the students clear on the procedural expectations of the task?
- Could students accurately identify the events that occurred in the story?
- Could the students label the events in the correct order?
- Could the students match the information from the activity to the passage material?

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Sample Passage

The Pig and the Duck

It was a hot, sunny day.

The pig saw his friend the duck.

The pig said, "Duck, I am hot. I need to cool down."

The duck said, "I am hot too. I need a swim."

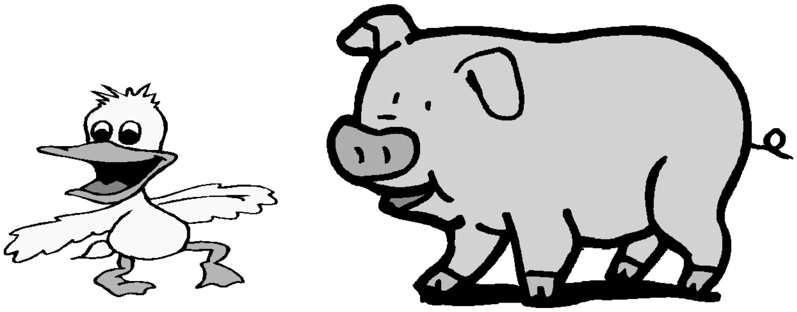
So the duck and the pig went to the lake.

When the pig and the duck got to the lake, the pig said, "I cannot swim."

The duck said, "I can. You can sit in the cool mud by the lake."

So the duck had a swim and the pig sat in the cool mud.

Then the pig and the duck did not feel hot.



Sample Sequencing Activity

The Pig and the Duck

It was a hot, sunny day.

The pig saw his friend the duck.

The pig said, "Duck, I am hot. I need to cool down."

The duck said, "I am hot too. I need a swim."

So the duck and the pig went to the lake.

When the pig and the duck got to the lake, the pig said, "I cannot swim."

The duck said, "I can. You can sit in the cool mud by the lake."

So the duck had a swim and the pig sat in the cool mud.

Then the pig and the duck did not feel hot.

Write a 1 in front of what happened first, a 2 in front of what happened next, a 3 in front of what happened third, a 4 in front of what happened fourth, and a 5 in front of what happened last.

________ **Then the pig and the duck did not feel hot.**

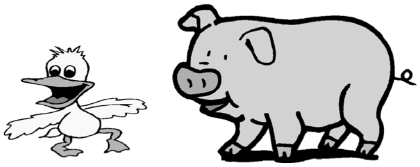
________ **The duck and the pig went to the lake.**

________ **The pig saw his friend the duck.**

________ **The duck had a swim and the pig sat in the cool mud.**

________ **The pig said, "Duck, I am hot. I need to cool down."**

________ **The duck said, "I am hot too. I need a swim."**



COMPREHENSION

IV. Sequencing-Lesson 3:

Expansion Strategy—Solo Sequencing

Lesson Objective

Students will sequence events in a short, decodable passage in the order they occur.

Corresponding TEKS Objectives

K.9.C, 1.12.C, & 2.9.C: Retell or act out the order of important events in stories (K-3).

1.12.D & 2.9.D: Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

2.9.H: Produce summaries of text selections (2-3).

Rationale and Purpose

- This strategy is designed to teach first-grade students to sequence events in texts. Sequencing events helps students to organize and comprehend key information.
- The strategy may also be used with older students who have difficulties sequencing events after reading.
- This lesson is the third in a series of three sequencing lessons and is designed to review the concept of sequencing and a structure for identifying and sequencing events in text and to provide the students independent practice in sequencing events when given unfamiliar text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages.
- Understand the concepts and vocabulary in the strategy and texts.
- Literally comprehend texts.
- Utilize the sequencing strategy.
- Write basic sentences independently.

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages.
- Before reading, teach difficult words and unfamiliar vocabulary.
- As students become increasingly proficient at sequencing events or actions in passages, fade the use of prompts and increase passage difficulty.
- Increase passage difficulty by increasing both the passage length and the number of events in a sequence.
- Increase passage difficulty when students are able to sequence events from the current passage without error for two consecutive days.

Materials and Examples

- One enlarged teacher copy of the passage.
- Student copies of the passage (see attached sample).
- Writing paper for each student.
- Highlighters/marker pens for the teacher and each student.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	• Select a brief, decodable passage containing several simple events. • The passage for this lesson is more complex than the passage from Lesson 2 in terms of decodability. The passage also contains distracter sentences, more complex vocabulary, and increased length.	
Introduction		**Today we are going to review our strategy for sequencing events in passages, then you will use this strategy to sequence events in a new passage with a partner. Sequencing events helps us remember the order events happen in a passage. What does sequencing help us do?** *Remember the order events happen in a passage.*

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Review.	Place enlarged copy of the passage in a position where all students can see and distribute copies to the students. Read the following passage aloud to the students:	**First I will read the passage out loud while you follow along.**
	The Cow and the Moon It was a hot summer night. The cow was in the barn. It was too hot to sleep. The cow walked out of the barn. The moon was looking down at the cow. The moon said to the cow, "Why are you awake?" The cow said, "I am too hot to sleep!" The moon said, "I can fix that. I will get my friend the wind to blow." "Thank you," said the cow. So the moon got the wind to blow on the cow. The cow felt better. The cow went back into the barn and went to sleep.	
	Remind students of the strategy for identifying the sequence of the passage. • Read the passage through once. • On the second reading, stop reading after each sentence. • Identify whether an event occurred in the sentence. • If an event did occur, highlight the sentence. • If an event did not occur, students read on without marking the passage. • Once the students have fully read and marked the relevant sentences in the passage, students number each sentence in the order they occur in the passage. • Students write each sentence in order onto a piece of paper.	**Now you will reread the passage with a partner and find at least four important events that happen in the story. It is fine if you find more than four important events.** **You will use a marker to do two things: First, highlight the important events that happen in the story, and second, number each important event in the order it happened.** **What is the first thing I want you to do?** *Use a marker to highlight the important events that happen in the story.* **What is the second thing I want you to do?** *Number each important event in the order that it happened.* **After you have highlighted and numbered the sentences in order, I want you to write each numbered sentence out onto a piece of paper in the correct order. Again, I want you to write each numbered sentence out onto a piece of paper in the correct order. What do I want you to do?** *Write each numbered sentence out onto a piece of paper in the correct order.* **Begin.**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Provide opportunities to practice.	Students work with a partner to complete the task. Teacher moves between pairs, ensuring students remain on task, providing guidance, and checking for understanding.	
Provide feedback.	If a student makes errors identifying important events, direct the student to the relevant place in the passage and ask the student to reread the information to find the answer. If a student experiences difficulty identifying the sequence of events, have the student read each sentence from the beginning, following along with his/her finger. As the student reads each highlighted sentence, have him/her pause and mark the sentence with the appropriate number.	**Teacher asks the student: "Did something happen in this sentence?"** *(yes/no).* **Do we need to highlight the sentence?** *(yes/no).*
Assess understanding.	Following the partner activity, bring students back together and review each sentence that was marked and the order events occurred. Collect the sequencing activity sheets and examine students' responses to determine their levels of understanding and proficiency.	
Lesson follow up.	Before proceeding on to more difficult passage materials, teacher should repeat the strategy presented in this lesson with two to three stories of similar difficulty or until students demonstrate proficiency.	

How to Evaluate Learning

Reading Materials:

- Were students able to follow along and read the passage correctly when called upon?
- Was the passage content and vocabulary familiar to the students?

Sequencing:

- Were the students clear on the procedural expectations of the task?
- Could students accurately identify the events that occurred in the story?
- Could the students label the events in the correct order?
- Could the students translate the information to paper in the correct sequence?

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Sample Passage

The Cow and the Moon

It was a hot summer night.

The cow was in the barn.

It was too hot to sleep.

The cow walked out of the barn.

The moon was looking down at the cow.

The moon said to the cow, "Why are you awake?"

The cow said, "I am too hot to sleep!"

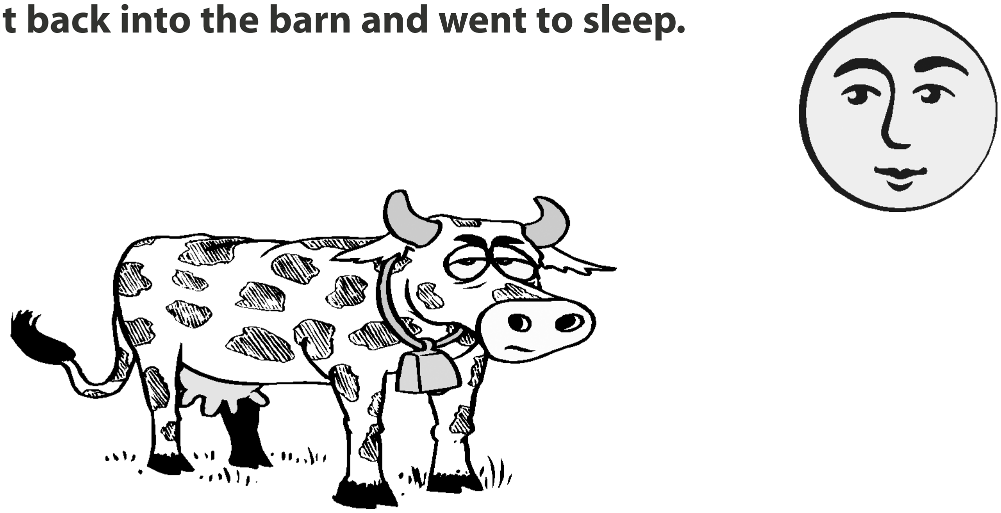
The moon said, "I can fix that. I will get my friend the wind to blow."

"Thank you," said the cow.

So the moon got the wind to blow on the cow.

The cow felt better.

The cow went back into the barn and went to sleep.



COMPREHENSION

V. Main Idea -Lesson 1:

Initial Instructional Strategy—Defining

Introduction

In this three-lesson strategy set, students learn a strategy to identify the main idea of a passage. Students begin by learning the definition of main idea and applying this definition to short passages. Students are also taught how to identify the main idea of a passage using a facilitative questioning strategy. To build mastery in identifying main idea, students engage in daily guided practice with sentences, short passages, and multiple-choice response selections.

Lesson Objective

Students will define main idea and identify the main idea from sentences and short, decodable passages.

Corresponding TEKS Objectives:

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12. F & 2.9 F: The student is expected to make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).

Rationale and Purpose

- This strategy is designed to teach students the concept of main idea and how to identify the main idea in short passages.
- It may be used with students in first and second grades or with older students who have difficulty with identifying the main idea from passages read to them and from passages they are able to read independently.
- In this activity, students learn the definitions of main idea and detail and apply these definitions to several examples to gain practice in identifying main idea. The ability to identify the main idea from passages is critical for students to gain meaning from passage reading.

Necessary Preskills

For students to be successful, they need to be able to:

- Literally comprehend texts
- Retell stories
- Categorize information

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach main idea include:

- Identify several short passages on a familiar topic that students can read with independence.
- Select a passage with familiar vocabulary.

Materials and Examples

- Teacher-selected sentences or passages are needed for this lesson. Example sentences are provided for the purpose of demonstration. Assume that the vocabulary and concepts in these examples are familiar to the students.
- Teacher and student copies of the following sentences:

Example 1: The dog was wet and full of soap. The dog wiggled in the bathtub. Water splashed out of the tub.

Example 2: Tom ran fast. Bob chased Tom. Bob tapped Tom. It was Tom's turn to be "it."

Example 3: Sandy emptied a pack of flower seeds in a pot. She put dirt in the pot. Sandy watered it and put it in the sun.

Instructional Sequence

Instructional Feature	What To Do	What To Say
Provide explicit instructions and assess students' understanding of the concept.	Introduce main idea and details by providing definitions. Write the definitions and post in a location that students can easily reference. Test students on these concepts. Confirm students' responses. Apply the definitions to several examples. Examples can be on the overhead or students can have their own copies.	**Today, we are going to learn how to identify the main idea.** **What are we going to do?** *Identify the main idea.* **The main idea tells about all the parts of a story in just a few words. What is the main idea?** *It tells all the parts of a story in just a few words.* **Let's write that down.** **Every story has a main idea and details. Details tell about the parts of the story. What are details?** *They tell about parts of the story.* **Let's write that down.** **Let's read these sentences and pick out the details and then the main idea. What are we going to do?** *Read examples and pick out the details, and then the main idea.*
Conduct passage reading while continually assessing students' understanding of the passage. Provide students with opportunities to respond to the passage.	Read the entire example aloud to the students. Students should follow along on their copy. Ask clarifying questions to ensure that students are listening and able to successfully respond to the passage. Confirm students' responses.	**The dog was wet and full of soap. The dog wiggled in the bathtub. Water splashed out of the tub.**

Continued on next page

Instructional Feature	What To Do	What To Say
Model how to identify details in a passage. Conduct passage reading a second time. Provide students with opportunities to respond to the passage.	Display the definition of a detail. Read the example again, but one sentence at a time. Require students to read along. Stop to identify that each sentence is a detail. Refer to the written definition of detail. Ask *yes/no* questions and check for students' conceptual understanding of details. Confirm students' correct responses.	**Details tell about parts of the story. What do details do?** *Tell about parts of the story.* **Read this first sentence with me.** *The dog was wet and full of soap.* **"The dog was wet and full of soap" is a detail. It tells only part of the story.** **Let's read the next sentence.** *The dog wiggled in the bathtub.* **The dog wiggled in the bathtub only tells part of the story. Is this a detail?** *Yes.* **Why?** *It tells only part of the story.* **Let's read the last sentence.** *Water splashed out of the tub.* **Does Water splashed out of the tub tell part of the story?** *Yes.* **Is it a detail?** *Yes.*
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Reread the sentence from which the answer came. Teacher and students should state the sentence in unison. Ask the question again.
Model how to determine the main idea in a passage. Conduct passage reading a third time. Provide students with opportunities to respond to the passage.	Display the definition of main idea. Refer to the written definition of main idea. Read the passage again all the way through. Require students to chorally read the passage with the teacher. Assess students' conceptual understanding of main idea. Confirm students' responses.	All of these sentences are details. The main idea is not given. When the main idea is not given, I have to tell you about all the parts of the story in just a few words. I will tell you the main idea. Let's read the passage again. *The dog was wet and full of soap. The dog wiggled in the bathtub. Water splashed out of the tub.* Tell me one detail that happened. *The dog was wet and full of soap.* Tell me another detail that happened. *The dog wiggled in the bathtub.* Tell me one more detail that happened. *Water splashed out of the tub.* All of the sentences or parts of the story tell about a dog getting a bath. What do the sentences tell about? *A dog getting a bath.* So, the main idea is The dog is getting a bath. What is the main idea? *The dog is getting a bath.*

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Instructional Feature	What To Do	What To Say
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Teacher and students should state the main idea in unison. Ask the question again.
Review sequence.	Repeat the process with remaining passages.	

How to Evaluate Learning

Students' learning is evaluated in terms of their abilities to correctly respond to teacher questions, to provide definitions for details and main idea, and to identify the main idea in the presented examples.

References

Kame'enui, E. J. (1986). Main idea instruction for low performers: A direct instruction analysis. In J. F. Baumann (Ed.), *Teaching main idea comprehension* (pp. 239-276). Newark, DE: International Reading Association.

Shefelbine, J. (1993). *Suggestions for teaching the main idea.* Lecture given at California State University, Sacramento.

COMPREHENSION

V. Main Idea -Lesson 2:

Review Strategy—Thinking Strategies

Lesson Objective
Students will identify the main idea of short, decodable passages by applying a facilitative questioning strategy.

Corresponding TEKS Objectives:
1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12. F & 2.9.F: The student is expected to make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).

1.12.D & 2.9.D: The student is expected to monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Rationale and Purpose
- This strategy is designed to teach students how to identify the main idea of a passage.
- It may be used with students in first and second grades or with older students who have difficulty with identifying the main idea of passages read to them or passages read independently.
- In this activity: (a) the teacher models think-aloud strategies for identifying the main idea, and (b) students apply the strategy to passages during the review sequence to develop independence and to generalize the skill of locating the main idea. The ability to identify the main idea from passages is critical for students to gain meaning from passage reading.

Necessary Preskills
For students to be successful, they need to be able to

- Literally comprehend texts
- Retell stories
- Categorize information

Instructional Design Criteria
To ensure success, the instructional examples and sequence of instruction used to teach main idea include:

- Identify several short passages on a familiar topic that students can read with independence.
- Select a passage with familiar vocabulary.

Materials and Examples

- A teacher- or student-selected passage and a poster itemizing the thinking strategies for identifying the main idea (sample poster is attached).
- The narrative passage that follows was selected for the purpose of demonstration. Assume that the vocabulary and concepts in these examples are familiar to the students.
- Student and teacher copies of the following passage (one each):

Dirk knew that the new plant would need lots of water and sun. He found a spot near a window to put the potted plant. Every day he gave the plant plenty of water. One day he even gave it plant food. After a few weeks of taking care of this plant, Dirk saw buds starting to form. Dirk was proud that he helped this plant grow.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Provide explicit instructions and assess students' understanding of the instructions. Preview the passage used for instruction.	Distribute copies of the passage. Introduce the passage and the idea of using thinking strategies to identify the main idea. Students follow along on their copy of the story as the teacher reads. Stop midway through the passage reading to assess students' comprehension and listening skills. Ask comprehension questions that require verbatim responses. Confirm students' responses.	**Today, we're going to identify the main idea of a passage. What are we going to do?** *Identify the main idea. Let's begin by reading the passage.* **Dirk knew that the new plant would need lots of water and sun. He found a spot near a window to put the potted plant.* Every day he gave the plant plenty of water.*** ***Tell me one thing that has happened in the story.** *Dirk found a spot by a window to put the plant.* ***Tell me another thing that happened.** *He gave the plant plenty of water.* **Let's keep reading.** **One day he even gave it plant food. After a few weeks of taking care of this plant, Dirk saw buds starting to form. Dirk was proud that he helped this plant grow.** **What happened to Dirk's plant?** *It was starting to grow. Buds started to form.*

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Instructional Feature	What To Do	Explicit Instruction
List the thinking strategies for identifying the main idea.	Post the strategies on a poster or overhead in an area of the classroom that is accessible to the students. Verbalize the think-aloud strategies. Discuss the think-aloud strategies.	**To find the main idea, first we think about the details or parts of the story. Next, we tell about all the parts of the story in just a few words. I will tell you the main idea. Let's read the passage again.** **To find the main idea, first we think about the parts of the story. What will we do first?** *Think about parts of the story.* **Next, we tell about all the parts in just a few words. What will we do next?** *Tell about all the parts of the story in just a few words.*
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Refer to the overhead/poster/student copy of the steps for identifying main idea. Ask the question again.
Model passage reading while students follow along in their books. Provide students with opportunities to respond to the passage by asking questions about locating the main idea. **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	Ask students questions to ensure their understanding of the task. Read the passage aloud again. Check that students track the words with their fingers on their own copy of the passage. At the end of the passage, ask the think-aloud questions. Constantly refer to the poster or overhead and jot notes on students' responses for everyone to see. **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**	**Now we will read the passage again.** **What are we going to do?** *Read the passage again.* **You should follow along. At the end, we'll think aloud to find the main idea.** **Dirk knew that the new plant would need lots of water and sun. He found a spot near a window to put the potted plant. Every day he gave the plant plenty of water. One day he even gave it plant food. After a few weeks of taking care of this plant, Dirk saw buds starting to form. Dirk was proud that he helped this plant grow.** **Who is this story about?** *Dirk.* **What else is the story about?** *The new plant.* **Yes, so this story is about Dirk and his new plant.** **Tell me about one part of the story.** *Dirk found a spot near a window for the plant.* **—SECTION CONTINUED IN NEXT SECTIONAL CHART>**

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Instructional Feature	What To Do	Explicit Instruction
		Tell me about other parts of the story. *Dirk gave the plant water, food, and sun. The plant grew buds.* **I'll tell you about the main idea. I'll tell you about all the parts of the story in just a few words. Here's the main idea:** *Dirk helped the plant grow.* **This is the main idea because it tells about all the parts of the story in just a few words.**
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Explain that sometimes words that are used repeatedly help to tell what the story is about. Locate these words in the story. Ask the question again.
Review sequence.	Repeat the process with another passage using a different topic and/or type of passage (i.e. expository instead of narrative). The teacher should continue to model the think-aloud strategies. As students become proficient with this strategy, the teacher can minimize the use of prompts.	

How to Evaluate Learning

Students' learning is evaluated in terms of their ability to follow along on their personal copies of the passage and to correctly respond to the questions posed by the teacher.

Students are also evaluated according to whether they are able to identify the main idea and how much scaffolding and repetition is required for students to successfully complete the think-aloud strategies.

References

Shefelbine, J. (1993). *Suggestions for teaching the main idea*. Lecture given at California State University, Sacramento.

The following list can be made into an overhead or poster so that students can use it as a reminder for how to locate the main idea of a story.

Finding Main Idea

- **Tell about the parts of the story.**
- **The parts are the details.**
- **Tell about all the parts in just a few words.**
- **When you tell about all the parts in just a few words, you tell the main idea.**

COMPREHENSION

V. Main Idea -Lesson 3:

Expansion Strategy—Daily Guided Practice

Lesson Objective

Students will state and select the main idea of short, decodable passages.

Corresponding TEKS Objectives:

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12. F & 2.9.F: The student is expected to make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).

1.12.D & 2.9.D: The student is expected to monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Rationale and Purpose

- This strategy is designed to provide daily practice in teaching students to independently select the main idea from short passages.
- It may be used with students in first and second grades or with older students who have difficulty identifying the main idea of a passage.
- In this activity, the students read two brief passages and respond through multiple-choice questions. The ability to identify the main idea from passages is critical for students to gain meaning from passage reading.

Necessary Preskills

For students to be successful, they need to be able to:

- Literally comprehend texts
- Retell stories
- Categorize information
- Identify the main idea and details in a passage

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach main idea include:

- Identify several short passages on a familiar topic that students can read with independence.
- Select a passage with familiar vocabulary. (Passages from students' textbooks or trade books can be used for this activity.)

Materials and Examples

- Two decodable, independently read passages with multiple-choice questions for each student.
- A separate sheet of paper or journal for students to record their responses.
- The narrative passage that follows was selected for the purpose of demonstration. Assume that the vocabulary and concepts in these examples are familiar to the students.

Tina felt the heat and smelled the burning wood. She saw flames in the window. Ash flew through the air. Tina heard the sirens and saw the flashing lights get closer. The house began to crumble.

What is the main idea of this passage?
a. Tina smelled burning wood.
b. Tina saw the house on fire.
c. The fire was hot and flaming in the widow.
d. The fire was awful.

Tell why the other choices are incorrect. Were the choices too broad, were they only details in the story, or were they not discussed in the story?

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Provide explicit instructions and assess students' understanding of the instructions.	Explain the assignment and ask clarifying questions that require verbatim responses.	**This passage will help you practice identifying the main idea. I will read the passage, the question, and the possible answers through once.** **What will I do?** *Read the passage, question, and answers.* **You will decide which answer is the best main idea and write it down. You will also tell why that's the best main idea.** **Tell me the three things you will do.** *Select the main idea, write it down, and tell why it's the best main idea.*
Independent practice/ review of previously learned skills.	Present the passage to students on either the board or the overhead. Read the passage, the questions, and the possible answers aloud. Students respond independently and may refer back to the passage if necessary.	**Tina felt the heat and smelled the burning wood. She saw flames in the window. Ash flew through the air. Tina heard the sirens and saw the flashing lights get closer. The house began to crumble.** **What is the main idea of this passage?** **a. Tina smelled burning wood.** **b. Tina saw the house on fire.** **c. The fire was hot and flaming in the widow.** **d. The fire was awful.**

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model passage reading and response selection. Provide students with opportunities to respond to the passage. Check for understanding.	Provide students with independent work time. Read the passage, questions, and choices aloud again.	**Now we will read the passage again and review the question and correct answer.** **Tina felt the heat and smelled the burning wood. She saw flames in the window. Ash flew through the air. Tina heard the sirens and saw the flashing lights get closer. The house began to crumble.** **What is the main idea of this passage?** **a. Tina smelled burning wood.** **b. Tina saw the house on fire.** **c. The fire was hot and flaming in the window.** **d. The fire was awful.** **First, we'll read through all the answers to see which one tells about the main idea.** **Let's read the first answer, "Tina smelled burning wood." My turn. Is this the main idea? No. Why not? Because it doesn't tell about all the parts of the story. It only tells about one part of the story, "Tina smelled burning wood."**
	The teacher selects the correct response while the students correct their work.	**Let's read the second answer, "Tina saw the house on fire." My turn. Is this the main idea? Maybe. Why? Because it tells about all the parts of the story. It tells that Tina saw the house on fire.**
	Provide explicit instruction and review on what makes a choice too broad, a detail, or not discussed in the story.	**Let's read the third answer. "The fire was hot and flaming in the window." My turn. Is this the main idea? No. Why not? Because it doesn't tell about all the parts of the story. It only tells about one part of the story, the fire was hot and flaming in the window.** **Let's read the last answer. "The fire was awful." My turn. Is this the main idea? No. Why not? Because it doesn't tell about all the parts of the story. It only tells about one part of the story, the fire was awful.** **What is the main idea?** *Tina saw the house on fire.* **Why is this the best main idea?** *It tells about all the parts of the story in just a few words.*

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Instructional Feature	What To Do	Explicit Instruction
Assess students' understanding of the main idea.	Ask a question to evaluate students' comprehension of the main idea.	**What is the main idea?** *Tina saw the house on fire.* **Why is this the best main idea?** *It tells about all the parts of the story in just a few words.*
Provide feedback to students.	Correct all errors students make when providing responses to the questions.	If students make an error, tell them the answer. Ask the question again. If students make persistent errors, consider reteaching the main idea concept and provide additional practice.
Review sequence.	Repeat the process daily with another passage using a different topic and/or type of passage (i.e. expository instead of narrative).	

How to Evaluate Learning

Students' learning is evaluated in terms of their ability to select the correct main idea and to identify why other choices are not correct responses. Collect students' daily work to determine students' understanding and success rate. Monitor students' progress.

References

Shefelbine, J. (1993). *Suggestions for teaching the main idea*. Lecture given at California State University, Sacramento.

The following is a sample format for the daily guided practice. Students can be provided with their personal copies or they can refer to the overhead or board to complete the assignment.

Sample Overhead

Tina felt the heat and smelled the burning wood. She saw flames in the window. Ash flew through the air. Tina heard the sirens and saw the flashing lights get closer. The house began to crumble.

What is the main idea of this passage?
a. Tina smelled burning wood.
b. Tina saw the house on fire.
c. The fire was hot and flaming in the widow.
d. The fire was awful.

Tell why the selected answer is the best main idea.
(It tells about all the parts of the story in just a few words).

COMPREHENSION

VI. Summarization-Lesson 1:

Initial Instructional Strategy—Summarization

Introduction

In this three-lesson strategy set, second-grade students learn a strategy to summarize the content from short, decodable passages. The first lesson introduces a format for helping students to summarize a passage. The second lesson provides students with opportunities to practice using the summarization format and graphic organizers. The third lesson provides partner practice using the summarization format.

Lesson Objective

Students will identify key ideas from decodable passages.

Corresponding TEKS Objectives

1.12 & 2.9: The students uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12.C & 2.9.C: The student is expected to retell or act out the order of important events in stories (K-3).

2.9 H: The student is expected to produce summaries of text selections (2-3).

Rationale and Purpose

- This strategy is designed to teach students in second grade to summarize key ideas in text. The strategy may also be used with older students who experience difficulty summarizing text.
- This lesson is the first in a series of three summarization lessons and is designed to introduce the concept of summarization and to provide a structure for identifying and summarizing key ideas in text.
- Summarizing key ideas helps students to organize and comprehend the major events and important information in text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages
- Understand the concepts and vocabulary presented in the passage
- Literally comprehend text
- Retell stories
- Understand story grammar
- Sequence story elements and identify the main idea of a short passage
- Write short phrases and sentences

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages before expository passages.
- Before reading, teach difficult words and any unfamiliar vocabulary.
- As students become increasingly proficient at summarizing passages, fade the use of teacher prompts and increase passage length and difficulty.

Materials and Examples

- Copy of the story on overhead transparency and overhead pens.
- Overhead transparency of numbered, lined student paper.
- Student copies of the passage material (see attached sample).
- Numbered, lined student paper and pen or pencil.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Select an instructional-level, decodable passage containing multiple events.	
Introduction	Introduce summarization by providing a definition.	**Today, we are going to learn how to summarize a story.** **What are we going to do?** *Summarize a story.* **When we summarize a story, we find the key ideas. What does it mean to summarize?** *To find the key ideas.*

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples; assess students' understanding; provide opportunities to respond.	Provide each student a copy of the passage. Display the overhead transparency of the passage where all students can see. Read the entire passage aloud to the students. Students follow along on their copy: **Pig's Lunch** At noon, Pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table. Just then, Dog ran fast to the door. Pig let Dog in, but Dog ran past Pig to the table. Dog was hungry too, so when he saw the food he ate it. Dog ate all Pig's lunch. But Dog felt bad. Dog made Pig mad, so Dog fixed Pig a new lunch. Pig and Dog were not hungry any more. Ask discrimination questions to ensure that students are listening and able to successfully respond to the passage. Confirm students' responses.	**First I will read the passage out loud while you follow along on your copy.** **Now we will reread the passage together and I will ask you some questions.** **Tell me one thing that happened.** *Pig made himself lunch.* *Pig made hot dogs for lunch.* **Tell me another thing that happened.** *Dog ran in the door.* *Dog ate Pig's lunch.* **Tell me one more thing that happened.** *Pig was mad. Dog fixed Pig a new lunch.*
Review how to identify main idea. Conduct passage reading a second time. Provide students with opportunities to respond to the passage. Model sentence writing on overhead. Check for understanding. —SECTION CONTINUED IN NEXT SECTIONAL CHART>	Display the overhead of lined student paper. Read the example again, but one paragraph at a time. Require students to read along. Stop to identify the main idea for each paragraph. Call on students to state the main idea for each paragraph. Write a brief statement of the main idea. —SECTION CONTINUED IN NEXT SECTIONAL CHART>	**Let's read the story again to find the main idea of each paragraph. We'll find the main idea by naming the main character and the main thing the character did in all the sentences. How will we find the main idea?** *By naming the main character and the main thing the character did in all the sentences.* —SECTION CONTINUED IN NEXT SECTIONAL CHART>

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Instructional Feature	What To Do	Explicit Instruction
	Pig's Lunch At noon, Pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table. Just then, Dog ran fast to the door. Pig let Dog in, but Dog ran past Pig to the table. Dog was hungry too, so when he saw the food he ate it. Dog ate all Pig's lunch. But Dog felt bad. Dog made Pig mad, so Dog fixed Pig a new lunch. Pig and Dog were not hungry any more. Repeat this procedure with the remaining paragraphs. • Read the paragraph. • Ask: Who is the main character? What is the main thing the character did? What is the main idea? • Write the main idea on the overhead. Direct students' attention to their written page of main ideas.	Read this first paragraph with me. "At noon, pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table." Who is the main character? *Pig.* What is the main thing Pig did in all the sentences? *Made lunch.* So, the main idea for this paragraph is that Pig made lunch. What is the main idea for this paragraph? *Pig made lunch.* Let's write "Pig made lunch" next to number one. Look at our list of main ideas from each paragraph. This list of main ideas is a summary of the story. Let's read our list: "1. Pig made lunch. 2. Dog ate Pig's lunch. 3. Dog fixed a new lunch. 4. Pig and Dog weren't hungry." So, someone tell the summary of the story "Pig's Lunch." *1. Pig made lunch. 2. Dog ate Pig's lunch. 3. Dog fixed a new lunch. 4. Pig and Dog weren't hungry.*
Provide feedback.	Correct all errors.	Have students reread the sentence. If students are still unable to identify the correct response, the teacher states the correct answer and has students repeat the correct answer.
Review sequence.	Repeat the process with another passage of similar difficulty.	

How to Evaluate Learning

Reading Materials:

Were students able to follow along and read the passage correctly when called upon?

Was the content and vocabulary familiar to the students?

Summarization:

Could students accurately identify the key characters, events, and ideas that occurred in the story?

Could the students summarize the story?

Lesson modified from:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Shefelbine, J. (1993). *Suggestions for teaching the main idea*. Lecture given at California State University, Sacramento.

Sample Passage

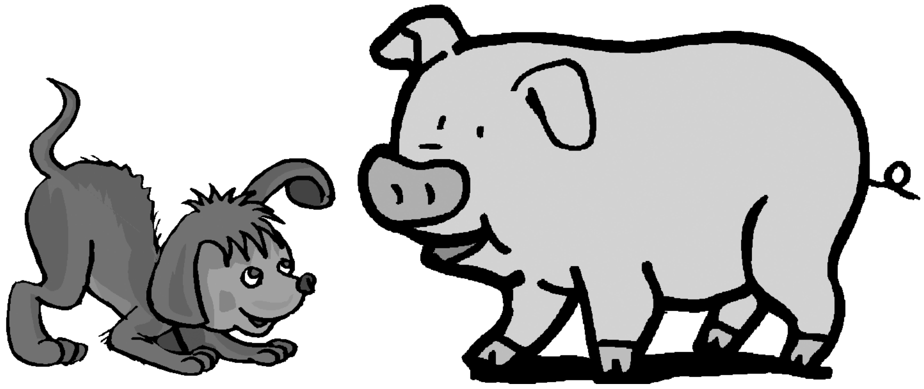
Pig's Lunch

At noon, Pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table.

Just then, Dog ran fast to the door. Pig let Dog in, but Dog ran past Pig to the table. Dog was hungry too, so when he saw the food he ate it. Dog ate all Pig's lunch.

But Dog felt bad. Dog made Pig mad, so Dog fixed Pig a new lunch.

Pig and Dog were not hungry any more.



COMPREHENSION

VI. Summarization-Lesson 2:

Review Strategy—Independent Practice with Graphic Organizers

Lesson Objective

Students will identify key ideas from decodable passages.

Corresponding TEKS Objectives

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12.C & 2.9.C: The student is expected to retell or act out the order of important events in stories (K-3).

2.9.H: The student is expected to produce summaries of text selections (2-3).

2.9.I: The student is expected to represent text information in different ways, including story maps, graphs, and charts (2-3).

Rationale and Purpose

- This strategy is designed to teach students in second grade to summarize key ideas in text. The strategy may also be used with older students who experience difficulty summarizing text.
- This lesson is the second in a series of three summarization lessons and is designed to review the concept of summarization and a strategy for summarizing the key ideas from a passage and to introduce a new strategy and develop independence for summarizing the key ideas of a given passage.
- Summarizing key ideas helps students to organize and comprehend the major events and important information in text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages
- Understand the concepts and vocabulary presented in the passage
- Literally comprehend text
- Retell stories
- Understand story grammar
- Sequence story elements and identify the main idea of a short passage
- Write short phrases and sentences
- Utilize the summarization strategy

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages before expository passages.
- Before reading, teach difficult words and any unfamiliar vocabulary.
- As students become increasingly proficient at summarizing passages, fade the use of teacher prompts and increase passage length and difficulty.

Materials and Examples

- One enlarged teacher copy of the passage. (For demonstration purposes, the same passage will be used from the previous instructional example).
- One overhead transparency of the summarization sheet.
- Student copies of the passage.
- Student copies of the summarization sheet (see attached sample).

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Select an instructional-level decodable passage containing several events.	
Introduction	Reintroduce summarization by reviewing the definition.	**Today we are going to review the strategy for summarizing a story. When we summarize a story, we find the key ideas. What does it mean to summarize?** *To find the key ideas.*
Review.	Display an enlarged copy of the passage and distribute student copies. Read the following passage aloud with the students: **Pig's Lunch** At noon, Pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table. Just then, Dog ran fast to the door. Pig let Dog in, but Dog ran past Pig to the table. Dog was hungry too so when he saw the food he ate it. Dog ate all Pig's lunch. But Dog felt bad. Dog made Pig mad, so Dog fixed Pig a new lunch. Pig and Dog were not hungry any more.	**First we will read the passage out loud.**
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>

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Instructional Feature	What To Do	Explicit Instruction
	Display the sentence writing overhead transparency. Group reads passage. Stop at the end of each paragraph. Call on students to state the main idea for each paragraph. Model writing a brief statement of the main idea on the overhead transparency of the student copy.	**Now we will reread the passage and identify the main idea in each paragraph by naming the main character and the main thing the character did in the story. We'll write down the main idea for each paragraph as we go along.** **Read this first paragraph with me. "At noon, Pig felt very hungry so he made lunch. He put warm hot dogs on buns. He made green beans and he filled a cup with milk. Pig put the lunch on a table."** **Who is the main character?** *Pig.* **What is the main thing Pig did in all the sentences?** *Made lunch.* **So, the main idea for this paragraph is that Pig made lunch. What is the main idea for this paragraph?** *Pig made lunch.* **Let's write "Pig made lunch" next to number one.**
	Continue the process for the remaining examples.	**Let's read the next paragraph. "Just then, Dog ran fast to the door. Pig let Dog in, but Dog ran past Pig to the table. Dog was hungry too so when he saw the food he ate it. Dog ate all Pig's lunch."** **Who is the main character?** *Dog.* **What is the main thing Dog did in the sentences?** *Dog ran to eat Pig's lunch.* **So, the main idea for this paragraph is that Dog ran to eat Pig's lunch. What is the main idea for this paragraph?** *Dog ran to eat Pig's lunch.* **Let's write "Dog ate Pig's lunch" next to number two.** **Let's read the next paragraph. "But Dog felt bad. Dog made Pig mad, so Dog fixed Pig a new lunch."** **Who is the main character?** *Dog.* **What is the main thing Dog did in the sentences?** *Fixed Pig a new lunch.* **So, the main idea for this paragraph is that Dog fixed Pig a new lunch. What is the main idea for this paragraph?** *Dog fixed Pig a new lunch.*
—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>	—SECTION CONTINUED IN NEXT SECTIONAL CHART>

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Instructional Feature	What To Do	Explicit Instruction
	When all main ideas are completed on the transparency, model how to form each main idea statement into a summary.	**Let's write "Dog fixed Pig a new lunch" next to number three.** **Let's read the last paragraph. "Pig and Dog were not hungry any more."** **Who are the main characters?** *Pig and Dog.* **What is the main thing Pig and Dog did?** *They weren't hungry any more.* **So, the main idea for this paragraph is that Pig and Dog weren't hungry anymore. What is the main idea for this paragraph?** *Pig and Dog weren't hungry anymore.* **Let's write "Pig and Dog weren't hungry anymore" next to number four.** **Now that we know the main idea of each paragraph, we can make a summary of our story. Watch and listen to me. Write the summary: "Pig made lunch and Dog ate it, but Dog fixed a new lunch so Pig would not be hungry."**
	Use the checklist at the bottom of the worksheet to ensure the summary is accurate. Read each question and, with students, determine whether all the questions have been answered.	**What is the summary of our story?** *Pig made lunch and Dog ate it but Dog fixed a new lunch so Pig would not be hungry.* **Now, let's check to see if the summary gives ONLY important information and key ideas.** **Does it?** *Yes.* **Then put a check in the *yes* box.** **Is the summary brief?** *Yes.* **Then put a check in the *yes* box.** **Does the summary tell the main idea?** *Yes.* **Then put a check in the *yes* box.**
Assess understanding through independent practice.	Provide a new decodable story for students to read. Review the lesson's procedure. Preview difficult words with the students and read the story once for understanding. Monitor students as they complete their independent work.	**Now you will practice summarizing a story on your own with your summary sheet. Remember to write down the main idea for each paragraph, to write a summary, and to check that the summary tells the main idea of the story.** **What will you do?** *Write down the main idea for each paragraph, write a summary, and check that the summary tells the main idea of the story.*

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Instructional Feature	What To Do	Explicit Instruction
Provide feedback.	Correct all errors.	Have students reread the sentence. Restate the question. If students are still unable to provide the correct response, the teacher states the correct answer and has students repeat back the correct answer.
Assess understanding.	Following the independent activity, bring students back together and review their summaries. Collect the summary activity sheets and examine students' responses to determine their levels of understanding and proficiency.	

How to Evaluate Learning

Reading Materials:

Were students able to follow along and read the passage correctly when called upon?
Was the content and vocabulary familiar to the students?

Summarizing:

Were the students clear on the procedural expectations of the task?
Could students accurately identify the main ideas in each paragraph?
Could the students summarize the story as a whole group and independently?

Lesson modified from:

Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston: Allyn and Bacon.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). Direct instruction reading (3rd ed.). Upper Saddle River, NJ: Merrill.
Shefelbine, J. (1993). *Suggestions for teaching the main idea*. Lecture given at California State University, Sacramento.

Sentence Writing

Main Idea #1:

Main Idea #2:

Main Idea #3:

Main Idea #4:

Summarize the story:

Does your summary give ONLY important information and key ideas? []yes []no

Is your summary brief? []yes []no

Does your summary tell the main idea of the story? []yes []no

COMPREHENSION

VI. Summarization-Lesson 3:

Expansion Strategy—Practice With Partners

Lesson Objective

Students will identify key ideas from decodable passages.

Corresponding TEKS Objectives

1.12 & 2.9: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

1.12.C & 2.9.C: The student is expected to retell or act out the order of important events in stories (K-3).

2.9.H: The student is expected to produce summaries of text selections (2-3).

2.9.I: The student is expected to represent text information in different ways, including story maps, graphs, and charts (2-3).

Rationale and Purpose

- This strategy is designed to teach students in second grade to summarize key ideas in text. The strategy may also be used with older students who experience difficulty summarizing text.
- This lesson is the third in a series of three summarization lessons and is designed to review the concept of summarization and a structure for identifying the key ideas and summarizing a passage and to provide students independent and peer practice in summarizing important ideas when given unfamiliar decodable passages.
- Summarizing key ideas helps students to organize and comprehend the major events and important information in text.

Necessary Preskills

For students to be successful, they need to be able to:

- Read instructional-level passages
- Understand the concepts and vocabulary presented in the passage
- Literally comprehend text
- Retell stories
- Understand story grammar
- Sequence story elements and identify the main idea of a short passage
- Write short phrases and sentences
- Utilize the summarization strategy

Instructional Design Criteria

- Select simple, instructional-level passages.
- Begin instruction using narrative passages before expository passages.
- Before reading, teach difficult words and any unfamiliar vocabulary.
- As students become increasingly proficient at summarizing passages, fade the use of teacher prompts and increase passage length and difficulty.

Materials and Examples

- Several brief passages (samples attached) for each student.
- Generic game board, dice, and placeholders for each pair of students.
- Summary question cards for each student (see attached).

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Planning	Set up game board with placeholders for each pair of students. Provide each student with a copy of the short passages. These passages should be duplicated on cardstock and presented individually.	
Introduction	Before students begin the game, complete a small group review by stating what it means to summarize a passage.	**Today you are going to play a game with your partner. Each of you will be given a stack of short passages and a summary question reminder card. You will each read the passages and answer the summary questions asked by your partner. For every correct answer, you can move a space on the game board. Let's first review what it means to summarize. When we summarize a story, we find the key ideas. What does it mean to summarize?** *To find the key ideas.*

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Instructional Feature	What To Do	Explicit Instruction
Assess understanding through independent practice.	Assign students a partner and provide each pair with two sets of passages, two summary question reminder cards, a game board, two game pieces, and dice. • Students each read passage #1. • The student who rolls the highest number before the game begins by asking the summary questions. • For each correct response, students earn one move on the game board. • Students take turns asking questions and providing responses. • A new passage is read for each turn. Teacher monitors students during this process to ensure that pairs are receiving equal opportunities to ask and answer questions. Teacher also monitors students' understanding of summarization.	Explain and model how to play the game.
Provide feedback.	During the game, the teacher reviews any errors.	The teacher corrects the students by having the students reread the passage. The teacher has the students' partners restate the question. Model for the students how to find the information if students are unsure. If students still have difficulty providing a correct response, the teacher states the correct answer and has the students repeat back the correct answer.

How to Evaluate Learning

Reading Materials:
Were students able to read the passages during the game?
Was the passage content and vocabulary familiar to the students?

Summarizing:
Were the students clear on the procedural expectations of the task?
Could students accurately summarize the passages?
Could the students accurately identify the main ideas of each passage?

Lesson modified from:

Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston: Allyn and Bacon.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). Direct instruction reading (3rd ed.). Upper Saddle River, NJ: Merrill.
Shefelbine, J. (1993). *Suggestions for teaching the main idea.* Lecture given at California State University, Sacramento.

1	**Sally put jam on the bread. Sally put butter on the bread. Sally cut the bread in half. Sally ate her snack.**
2	**Mike took a bath and brushed his teeth. Mike got dressed, ate his breakfast, and left for school.**
3	**Jen washed the dishes and mopped the floor. She swept the stoop. Jen even took out the trash.**

Summary Question Card

Who is the main person in the passage?

What is the main thing the person did in the passage?

TEKS Referenced in Strategy Sets

1.) Phonemic Awareness

Strategy Set 1: *First Sound*

The student is expected to:

TEKS K.6.D and 1.6.D
Identify and isolate the initial and final sound of a spoken word (K-1).

TEKS K.7.C and 1.7.C
Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Strategy Set II: *Blending Onset-Rime*

The student is expected to:

TEKS K.6.B and 1.6.B
Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1).

TEKS K.7.C and 1.7.C
Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Strategy Set III: *Blending Phoneme by Phoneme*

The student is expected to:

TEKS K.6.E
Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K).

TEKS 1.6.E
Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1).

TEKS K.7.C and 1.7.C
Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Strategy Set IV: *Segmenting Sound by Sound*

The student is expected to:

TEKS K.6.F
Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

TEKS 1.6.F
Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

TEKS K.7.C and 1.7.C
Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Strategy Set V: *Deletion and Substitution*

The student is expected to:

TEKS 1.6.F
Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

TEKS 1.7.C
Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

2.) Alphabetic Understanding

Strategy Set I: *Letter Sounds*

The student is expected to:

TEKS K.7.B and 1.7.B
Understand that written words are composed of letters that represent sounds (K-1).

TEKS K.7.C and 1.7.C
Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

TEKS K.6.D and 1.6.D
Identify and isolate the initial and final sound of a spoken word (K-1).

Strategy Set II: *Decoding Regular Words*

The student is expected to:

TEKS K.7.C and 1.7.C
Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

TEKS 1.7.F
Decode by using all letter-sound correspondences within regularly spelled words (1-3).

TEKS 1.7.G
Use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1).

TEKS 2.5.A
Decode by using all letter-sound correspondences within a word (1-3).

Strategy Set III: *Spelling Regular Words*

The student is expected to:

TEKS K.14.C and 1.17.C
Use phonological knowledge to map sounds to letters to write messages (K-1).

TEKS 1.8.E and 2.5.C
Recognize high frequency irregular words such as said, was, where, and is (1-2).

TEKS 1.20.A and 2.16.B
Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3).

Strategy Set IV: *Reading Irregular Words*

The student is expected to:

TEKS 1.8.E and 2.5.C
Recognize high-frequency irregular words such as said, was, where, and is (1-2).

Strategy Set V: *Sentence Reading with Regular Words and One Irregular Word*

TEKS K.7 and 1.7
The student uses letter-sound knowledge to decode written language.

TEKS 2.5
The student uses a variety of word identification strategies.

The student is expected to:

TEKS K.7.C
Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K.1).

TEKS 1.8.A and 2.5.A
Decode by using all letter-sound correspondences within a word (1-3).

TEKS 1.7.F
Decode by using all letter-sound correspondences within regularly spelled words (1-3).

TEKS 1.7.G
Use letter-sound knowledge to read decodable texts (1).

3.) Fluency

Strategy Set I: *Letter Sounds*

TEKS K.7 and 1.7
The student uses letter-sound knowledge to decode written language.

The student is expected to:
TEKS K.7.C and 1.7.C
Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Strategy Set II: *Regular Word Reading*

The student is expected to:

TEKS 1.8.A and 2.5.A
Decode by using all letter-sound correspondences within a word (1-3).

TEKS 1.8.G and 2.5.H
Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Strategy Set III: *Irregular Word Reading*

The student is expected to:

TEKS 1.8.E and 2.5.C
Recognize high frequency irregular words such as said, was, where and is (1-2).

TEKS 1.8.G and 2.5.H
Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Strategy Set IV: *Fluency in Connected Text*

The student is expected to:

TEKS 1.9.B
Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1).

TEKS 2.6.B
Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2).

TEKS 2.6.C
Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).

TEKS 1.9.D and 2.6.D
Self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

TEKS 2.6.E
Read silently for increasing periods of time (2-3).

4.) Vocabulary

Strategy Set I: *Examples*

TEKS K.4, 1.4, and 2.4
The student communicates clearly by putting thoughts and feelings into spoken words.

TEKS K.8, 1.11, and 2.8
The student develops an extensive vocabulary.

Strategy Set II: *Synonyms*

TEKS K.4, 1.4, and 2.4
The student communicates clearly by putting thoughts and feelings into spoken words.

TEKS K.8, 1.11, and 2.8
The student develops an extensive vocabulary.

Strategy Set III: *Definitions*

TEKS K.4, 1.4, and 2.4
The student communicates clearly by putting thoughts and feelings into spoken words.

TEKS K.8, 1.11, and 2.8
The student develops an extensive vocabulary.

Strategy Set IV: *Elaboration*

TEKS K.4, 1.4, and 2.4
The student communicates clearly by putting thoughts and feelings into spoken words.

TEKS K.8, 1.11, and 2.8
The student develops an extensive vocabulary.

Strategy Set V: *Context*

TEKS 2.4
The student communicates clearly by putting thoughts and feelings into spoken words.

TEKS 2.8
The student develops an extensive vocabulary.

5.) Comprehension

Strategy Set I: *Literal Comprehension*

TEKS K.1, 1.1, and 2.1
The student listens attentively and engages actively in a variety of oral language experiences.

TEKS K.9
The student uses a variety of strategies to comprehend selections read aloud.

TEKS 1.12 and 2.9
The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

Strategy Set II: *Story Retell*

The student is expected to:

TEKS K.9.C, 1.12.C, and 2.9.C
Retell or act out the order of important events in stories (K-3).

TEKS 1.12.D and 2.9.D
Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Strategy Set III: *Story Grammar*

The student is expected to:

TEKS 1.12.A and 2.9.A
Use prior knowledge to anticipate meaning and make sense of texts (K-3).

TEKS K.9.C, 1.12.C, and 2.9.C
Retell or act out the order of important events in stories (K-3).

TEKS 1.12.D and 2.9.D
Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

TEKS 2.9.I
Represent text information in different ways, including story maps, graphs, and charts (2-3).

Strategy Set IV: *Sequencing*

The student is expected to:

TEKS K.9.C, 1.12.C, and 2.9.C
Retell or act out the order of important events in stories (K-3).
TEKS 1.12.D and 2.9.D
Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).
TEKS 2.9.H
Produce summaries of text selections (2-3).

Strategy Set V: *Main Idea*

TEKS 1.12 and 2.9

The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

The student is expected to:

TEKS 1.12.D and 2.9.D

Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

TEKS 1.12.F and 2.9.F

Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).

Strategy Set VI: *Summarization*

TEKS 1.12 and 2.9

The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

The student is expected to:

TEKS 1.12.C and 2.9.C

Retell or act out the order of important events in stories (K-3).

TEKS 2.9.H

Produce summaries of text selections (2-3).

TEKS 2.9.I

Represent text information in different ways, including story maps, graphs, and charts (2-3).

Activity Matrix

NOTE:
The purpose of this matrix is not to suggest a sequence for introducing subskills for each big idea.
The matrix demonstrates how to integrate subskills for each of the big ideas into daily instruction.

Instructional Target:
Early Phonemic Awareness, Alphabetic Understanding, and Fluency

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Phonemic Awareness **Objective for the Week:** Students will correctly identify the initial sound in words with 100% accuracy.	**Strategy:** Isolating First Sound in Words Initial Instruction (pp. 13-16). **Procedure and Instructional Target:** Teacher-led instruction on isolating the first sound of pictured objects. Students tell the teacher the first sound in the word represented on the picture card. **Organization:** Teacher-led, small group. Time: 10 minutes.	**Strategy:** Isolating First Sound in Words Review Instruction (pp. 17-22). **Procedure and Instructional Target:** Students play the squares game, matching pictures that begin with the same initial sound. **Organization:** Teacher-led, small group. Time: 10 minutes.	**Strategy:** Isolating First Sound in Words Review Instruction (pp.17-22). **Procedure and Instructional Target:** Students play the squares game, matching the pictures that begin with the same initial sound. **Organization:** Teacher-led, small group. Time: 10 minutes.	**Strategy:** Isolating First Sound in Words Expansion Instruction (pp.23-28). **Procedure and Instructional Target:** Students play the squares game, matching the letter sounds with the initial sound of pictured objects. **Organization:** Teacher-led, small group. Time: 12 minutes.	**Strategy:** Isolating First Sound in Words Expansion Instruction (pp.23-28). **Procedure and Instructional Target:** Students play the squares game, matching the letter sounds with the initial sound of pictured objects. **Organization:** Teacher-led, small group. Time: 12 minutes.

* Indicates first lesson using the instructional strategy.

Alphabetic Understanding **Objective for the Week:** Students will produce the sound for the following letters with 100% accuracy: **i, d, r, & o.**	**Strategy:** Letter Sounds Initial Instruction (pp. 87-90). **Procedure and Instructional Target:** Teacher introduces the new letter sound /iii/. **Organization:** Teacher-led, small group. Time: 5 minutes.	**Strategy:** Letter Sounds Review Instruction - Review New Letter Sound /iii/ With Previously Learned Letter Sounds /d/, /rrr/, and /ooo/ (pp. 91-93). **Procedure and Instructional Target:** Students practice discriminating the new letter-sound from previously learned letter-sounds by accurately producing the sound of each letter. **Organization:** Teacher-led, small group. Time: 5 minutes.	**Strategy:** Letter Sounds Review Instruction Revisited - Review the New Letter Sound /iii/ With Previously Learned Letter Sounds /d/, /rrr/, and /ooo/ (pp. 91-93). **Procedure and Instructional Target:** Students practice discriminating the new letter-sound from previously learned letter-sounds by accurately producing the sound of each letter. **Organization:** Teacher-led, small group. Time: 5 minutes.	**Strategy:** Letter-Sounds Expansion Instruction - Matching Letters and Sounds Activity (pp. 94-96). **Procedure and Instructional Target:** Students produce the initial sound for pictured objects and correctly identify the letter tile that represents the initial sound. **Organization:** Teacher-led, small group. Time: 8 minutes.	**Strategy:** Letter-Sounds Expansion Instruction - Matching Letters and Sounds Activity. Add novel pictured objects (pp. 94-96). **Procedure and Instructional Target:** Students produce the initial sound for pictured objects and correctly identify the letter tile that represents the initial sound. **Organization:** Teacher-led, small group. Time: 8 minutes.
Fluency **Objective for the Week:** Students will identify the following letter sounds with 100% accuracy at a rate of 1 sound per 2 seconds: **a, m, s, & t.**	**Strategy:** Letter Sound Fluency Reinforcement Instruction – Snap (pp. 143-152). **Procedure and Instructional Target:** Paired partner practice of letter sounds a, m, s, & t, plus review sounds. **Organization:** Student pairs. Time: 15 minutes.	**Strategy:** Letter Sound Fluency Reinforcement Instruction – Snap (pp. 143-152). **Procedure and Instructional Target:** Paired partner practice of letter sounds a, m, s, & t, plus review sounds. **Organization:** Student pairs. Time: 15 minutes.	**Strategy:** Letter Sound Fluency Reinforcement Instruction – Snap and the One Minute Dash (pp. 143-152). **Procedure and Instructional Target:** Paired partner practice and teacher-led timed practice of letter sounds a, m, s, & t, plus review sounds. **Organization:** Student pairs and teacher-led small group. Time: 15 minutes.	**Strategy:** Letter Sound Fluency Expansion Instruction - Beat the Clock (pp. 160-166). **Procedure and Instructional Target:** Timed Timed paired partner practice of letter sounds a, m, s, & t, plus review sounds. **Organization:** Student pairs. Time: 10 minutes.	**Strategy:** Letter Sound Fluency Expansion Instruction - Beat the Clock Revisited (pp. 160-166). **Procedure and Instructional Target:** Timed paired partner practice of letter sounds a, m, s, & t, plus review sounds. **Organization:** Student pairs. Time: 10 minutes.
Total Time:	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes

* Indicates first lesson using the instructional strategy.

Activity Matrix

NOTE:

The purpose of this matrix is not to suggest a sequence for introducing subskills for each big idea. The matrix demonstrates how to integrate subskills for each of the big ideas into daily instruction.

Instructional Target:
Developing Phonemic Awareness, Alphabetic Understanding, and Fluency & Early Vocabulary and Comprehension Instruction

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Phonemic Awareness **Objective for the Week:** Students will blend and segment phonemes of one-syllable words with 100% accuracy.	**Strategy:** Blending Phoneme by Phoneme Review Instruction Revisited (pp. 47-51). **Procedure and Instructional Target:** Teacher-led review of blending phonemes using manipulatives. Students mark each phoneme in a word and blend the phonemes into the whole word. **Organization:** Teacher-led, small group. Time: 4 minutes.	**Strategy:** Blending Phoneme by Phoneme Expansion Instruction (pp. 52-57). **Procedure and I nstructional Target:** Teacher-led extension of blending phonemes. Students write and blend the sounds in words. **Organization:** Teacher-led, small group. Time: 8 minutes.	**Strategy:** Segmenting Sound by Sound Initial Instruction (pp. 58-62). **Procedure and Instructional Target:** Teacher-led introduction of segmenting phonemes using 2 and 3 phoneme words and Elkonin boxes. **Organization:** Teacher-led, small group. Time: 5 minutes.	**Strategy:** Segmenting Sound by Sound Review Instruction(pp. 63-66). **Procedure and Instructional Target:** Teacher-led review of segmenting 2 and 3 phoneme words using fingers to mark the sounds. **Organization:** Teacher-led, small group. Time: 7 minutes.	**Strategy:** Segmenting Sound by Sound Expansion Instruction (pp. 67-71). **Procedure and Instructional Target:** Teacher-led review of segmenting and integration of letter sounds. Students spell words using letters and sounds learned. **Organization:** Teacher-led, small group. Time: 8 minutes.

* Indicates first lesson using the instructional strategy.

Alphabetic Understanding **Objective for the Week:** (i) Students will read regular CVCwords that contain the following letters: **a, m, t, s, o, r, d, i, w, n & p** with 100% accuracy. (ii) Students will produce the sound for the following new letters with 100% accuracy: **f & g.**	**Strategy:** Reading Regular CVC Words Initial Instruction - Sounding Out Regular Words (pp. 87-90). **Procedure and Instructional Target:** Students learn a strategy for sounding out words and putting sounds together to read regular CVC words. Students read words with the following letters: a, m, t, s, o, r, d, i, w, n & p. **Organization:** Teacher-led, small group. Time: 6 minutes.	**Strategy:** Reading Regular CVC Words Review Instruction-Silent Sound Out (pp. 91-93). **Procedure and Instructional Target:** Students learn a strategy for silently sounding out words and putting sounds together to read regular CVC words. Students read words with the following letters: a, m, t, s, o, r, d, i, w, n & p. **Organization:** Teacher-led, small group. Time: 5 minutes.	**Strategy:** New Letter Sounds Initial Instruction (pp. 87-90). **Procedure and Instructional Target:** Teacher introduces the new letter-sounds /www/ and /nnn/. **Organization:** Teacher-led, small group. Time: 5 minutes.	**Strategy:** Reading Regular CVC Words Expansion Instruction - Silent Sound Out (pp. 103-106). **Procedure and Instructional Target:** Students review the strategy for silently sounding out words and putting sounds together to read regular CVC words. Students read words with the following letters: a, m, t, s, o, r, p, & d. Introduce CVC words with the newly taught letters w and n on the word list. **Organization:** Teacher-led, small group. Time: 7 minutes.	**Strategy:** Reading Regular CVC Words Expansion and Integration Instruction - Sound Swappers (pp. 103-106). **Procedure and Instructional Target:** Students review the strategy for silently sounding out words and putting those sounds together to read regular CVC words. Students read words with the following letters: a, m, t, s, o, r, d, i, w, n & p. Introduce CVC words with the newly taught letters w and n on the word list. A teacher-led phonemic substitution activity is introduced in this lesson. **Organization:** Teacher-led, small group. Time: 10 minutes.
Fluency* **Objective for the Week:** Students will identify regular CVC words containing the following letter sounds with 100% accuracy at a rate of 1 word per 2 seconds: **a, m, s, t, i, d, r, o.**	**Strategy:** Regular Word Reading Initial Instruction - Flashy Partners (pp. 167-170). **Procedure and Instructional Target:** Teacher-led review of CVC words. Timed partner practice of regular CVC words with letter sounds – a, m, s, t, i, d, r, o. **Organization:** Student pairs. Time: 15 minutes.	**Strategy:** Regular Word Reading Initial Instruction Revisited - Flashy Partners (pp. 153-159). **Procedure and Instructional Target:** Teacher-led review of CVC words. Timed partner practice of regular CVC words with letter sounds – a, m, s, t, i, d, r, o. **Organization:** Student pairs. Time: 12 minutes.	**Strategy:** Regular Word Reading Reinforcement Instruction - Flashy Partner Timings (pp. 153-159). **Procedure and Instructional Target:** Timed partner practice of regular CVC words with letter sounds - a, m, s, t, i, d, r, o. **Organization:** Student pairs. Time: 10 minutes.	**Strategy:** Regular Word Reading Reinforcement Instruction Revisited - Flashy Partner Timings (pp. 153-159). **Procedure and Instructional Target:** Timed partner practice of regular CVC words with letter sounds - a, m, s, t, i, d, r, o. **Organization:** Student pairs. Time: 10 minutes.	**Strategy:** Regular Word Reading Expansion Instruction -Flashy Group Timings (pp. 160-166). **Procedure and Instructional Target:** Timed teacher-led group practice of regular CVC words with letter sounds – a, m, s, t, i, d, r, o. **Organization:** Teacher-led, small group. Time: 5 minutes.

* Indicates first lesson using the instructional strategy.

Vocabulary **Objective for the Week:** Students will correctly label the location of an object when it is *last*.	**Strategy:** Examples Initial Instruction - Teaching the Concept *Last* (pp. 218-221). **Procedure and Instructional Target:** Teacher provides positive and negative examples of the concept *last*. The students identify pictures that demonstrate this concept. **Organization:** Teacher-led, small group. Time: 5 minutes.	**Strategy:** Examples Review Instruction - Teaching the Concept *Last* (pp. 222-224). **Procedure and Instructional Target:** Students manipulate cubes to demonstrate the concept *last*. **Organization:** Teacher-led, small group. Time: 5 minutes.	**Strategy:** Examples Review Instruction - Teaching the Concept *Last* (pp. 222-224). **Procedure and Instructional Target:** Students manipulate cubes to demonstrate the concept *last*. Review the concepts *over, under,* and *first*. **Organization:** Teacher-led, small group. Time: 10 minutes.	**Strategy:** Examples Expansion Instruction - Teaching the Concept *Last* (pp. 225-227). **Procedure and Instructional Target:** Children use the word *last* in a sentence to describe a block's location. **Organization:** Teacher-led, small group. Time: 6 minutes.	**Strategy:** Examples Expansion Instruction - Teaching the Concept *Last* (pp. 225-227). **Procedure and Instructional Target:** Children use the word last in a sentence to describe a block's location. Use the extension activity to make a connection with the *last* sound in words. **Organization:** Teacher-led, small group. Time: 7 minutes.
Comprehension* **Objective for the Week:** Students will recall information directly stated in a passage read by the teacher.	**Strategy:** Literal Comprehension Initial Instruction – Direct Questions (pp. 279-282). **Procedure and Instructional Target:** Teacher leads students in how to listen for important information in short passages. **Organization:** Teacher-led, small group. Time: 15 minutes.	**Strategy:** Literal Comprehension Initial Instruction Revisited – Direct Questions (pp. 279-282). **Procedure and Instructional Target:** Students listen for important information in short passages, using a passage different from the previous day. **Organization:** Teacher-led, small group. Time: 15 minutes.	**Strategy:** Literal Comprehension Review Instruction – Direct Questions In Intervals (pp. 283-285). **Procedure and Instructional Target:** Students listen for and locate information in passages. The same passage from the previous day is utilized, but questions are asked at increasing intervals. **Organization:** Teacher-led, small group. Time: 15 minutes.	**Strategy:** Literal Comprehension Review Instruction Revisited – Direct Questions In Intervals (pp. 283-285). **Procedure and Instructional Target:** Students listen for and locate information in passages. A new passage is introduced and questions are asked at increasing intervals. **Organization:** Teacher-led, small group. Time: 15 minutes	**Strategy:** Literal Comprehension Expansion Instruction – Direct Questions in Longer Passages (pp. 286-289). **Procedure and Instructional Target:** Using increasingly longer passages, students respond to questions during and after information is presented. **Organization:** Teacher-led, small group. Time: 15 minutes.
Total Time:	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes

* Indicates first lesson using the instructional strategy.

Activity Matrix

NOTE:

The purpose of this matrix is not to suggest a sequence for introducing subskills for each big idea. The matrix demonstrates how to integrate subskills for each of the big ideas into daily instruction.

Instructional Target: Reading and Writing Sentences

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Phonemic Awareness **Objective for the Week:** (i) Students will segment phonemes of 3 syllable words with 100% accuracy. (ii) Students will delete and substitute sounds in the initial position in 3 phoneme words with 100% accuracy.	**Strategy:** Segmenting Sound by Sound Expansion Instruction (pp. 67-71). **Procedure and Instructional Target:** Teacher-led review of segmenting and integration of letter sounds. Students spell words using phonemes and sounds they've learned. **Organization:** Teacher-led, small group. Time: 10 minutes.	Review segmenting sound by sound throughout day.	**Strategy:** Deletion and Substitution Initial Instruction (pp. 72-76). **Procedure and Instructional Target:** Teacher-led introduction of deleting and substituting sounds. Students use letter tiles to change the first sound in a word to make a new word. **Organization:** Teacher-led, small group. Time: 10 minutes.	Review segmenting, deletion, and substitution throughout day.	**Strategy:** Deletion and Substitution Initial Instruction Revisited (pp. 72-76). **Procedure and Instructional Target:** Teacher-led introduction of deleting and substituting sounds. Students use letter tiles to change the first sound in a word to make a new word. **Organization:** Teacher-led, small group. Time: 10 minutes.

* Indicates first lesson using the instructional strategy.

Alphabetic Understanding **Objective for the Week:** Student will a) read the words: **Pat, is, cat, has, a, red, the** on a word list with 100% accuracy, and b) read the following sentences with 100% accuracy and correctly answer comprehension questions by the end of the instructional sequence: **Pat has a cat. The cat is red. The red cat can run.**	**Strategy:** Reading Sentences Initial Instruction - Sentence Reading Preparation Activity (pp. 128-131). **Procedure and Instructional Target:** Students practice reading the words: **Pat, is, cat, has, a, red, the** in word lists to prepare for reading sentences. Students read the word lists once for accuracy and once for fluency. **Organization:** Teacher-led, small group. Time: 10 minutes.	**Strategy:** Reading Sentences Review Instruction (pp. 132-136). **Procedure and Instructional Target:** Teacher introduces a strategy for sentence reading that includes a) sentence reading model by the teacher, b) sentence reading preview by the students, c) sentence reading practice - once for accuracy and once for fluency, and d) comprehension questions. **Organization:** Teacher-led, small group. Time: 10 minutes.	**Strategy:** Reading Sentences Review Instruction (pp. 132-136). **Procedure and Instructional Target:** Students will review initial instruction word lists and teachers will introduce a strategy for sentence reading that includes a) sentence reading model by the teacher, b) sentence reading preview by the students, c) sentence reading practice - once for accuracy and once for fluency, and d) comprehension questions. **Organization:** Teacher-led, small group. Time:10 minutes.	**Strategy:** Reading Sentences Expansion and Integration Instruction (pp. 137-141). **Procedure and Instructional Target:** Teacher provides students an opportunity to practice the sentence reading strategy with 2 sentences. **Organization:** Teacher-led, small group. Time: 10 minutes.	**Strategy:** Reading Sentences Expansion and Integration Instruction (pp. 137-141). **Procedure and Instructional Target:** Teacher provides students an opportunity to practice the sentence reading strategy with 3 sentences. **Organization:** Teacher-led, small group. Time: 10 minutes.
Fluency **Objective for the Week:** (i) Students will accurately identify the following frequently occurring irregular words with 100% accuracy at a rate of 25 words a minute: **out, all, her, little, like.** (ii) Students will identify the following review letter sounds with 100% accuracy at a rate of 1 sound per 1 second: **x, q, u, J, E.**	**Strategy:** Irregular Word Reading Initial Instruction - Grid Reading (pp. 179-184). **Procedure and Instructional Target:** Procedure and Instructional Target: Individual taped preview and practice of irregular words **out, all, her, little, like.** **Organization:** Individual instruction led by audio-tape. Time: 15 minutes.	**Strategy:** Irregular Word Reading Reinforcement Instruction - Timed Grid Reading With Graphing (pp. 185-189). **Procedure and Instructional Target:** Teacher-led review of: **out, all, her, little, like.** Timed teacher-student practice with graphing. **Organization:** Teacher-led, small group/whole class model followed by teacher-student timings. Time: 10 minutes.	**Strategy:** Irregular Word Reading Reinforcement Instruction Revisited - Timed Grid Reading With Graphing (pp. 185-189). **Procedure and Instructional Target:** Teacher-led review of: **out, all, her, little, like**. Timed teacher-student practice with graphing. **Organization:** Teacher-led, small group/whole class model followed by teacher-student timings. Time: 10 minutes.	**Strategy:** Irregular Word Reading Expansion Instruction - Road Race With Graphing (pp. 190-193). **Procedure and Instructional Target:** Teacher-led review. Paired partner practice game with irregular words: **out, all, her, little, like.** **Organization:** Teacher-led, model followed by student pair activity. Time: 10 minutes.	**Strategy:** Letter Sound Fluency Expansion Instruction - Beat the Clock (pp. 209-216). **Procedure and Instructional Target:** Timed paired partner practice of review letter sounds: **x, q, u, j, e.** **Organization:** Paired partner practice. Time: 10 minutes.

* Indicates first lesson using the instructional strategy.

Vocabulary **Objective for the Week:** Students will use at least one describing word in an original sentence. NOTE: Sentences must match students' reading levels.	**Strategy:** Elaboration Initial Instruction - Making a List of Describing Words (pp. 251-254). **Procedure and Instructional Target:** Students generate a list of describing words for a picture of an object. Teacher models how to use the describing words in a phrase to tell more about the object. **Organization:** Teacher-led, small group. Time: 10 minutes.	Review describing words during daily teaching routine.	**Strategy:** Elaboration Review Instruction - Adding Describing Words to Sentences (pp. 255-259). **Procedure and Instructional Target:** Students read sentences made from word cards. Students add a describing word to the sentence to tell more about an object. **Organization:** Teacher-led, small group. Time: 15 minutes.	Review describing words during daily teaching routine.	**Strategy:** Elaboration Review Instruction - Adding Describing Words to Sentences (pp. 255-259). **Procedure and Instructional Target:** Students read sentences made from word cards. Students add two describing words to the sentence to tell more about an object. **Organization:** Teacher-led, small group. Time: 15 minutes.
Comprehension* **Objective for the Week:** Students will orally retell events from instructional-level sentences.	Retell morning routine.	**Strategy:** Story Retell Initial Instruction -Introduce Story Retelling Strategy & Retelling Sentences (pp. 290-296). **Procedure and Instructional Target:** Teacher introduces prompts for retelling story content, models their use, and provides partner practice using the prompts. **Organization:** Teacher-led, small group/whole class followed by partner practice. Time: 25 minutes.	Review story retell prompts and provide practice using the prompts during story reading time.	**Strategy:** Story Retell Initial Instruction Revisited - Introduce Story Retelling Strategy & Retelling Sentences Revisited (pp. 290-296). **Procedure and Instructional Target:** Teacher reviews prompts for retelling story content, models their use, and provides partner practice using the prompts. **Organization:** Teacher-led, small group/whole class followed by partner practice. Time: 25 minutes.	Review story retell prompts and provide practice using the prompts during story reading time.
Total Time:	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes

* Indicates first lesson using the instructional strategy.

Activity Matrix

NOTE:
The purpose of this matrix is not to suggest a sequence for introducing subskills for each big idea.
The matrix demonstrates how to integrate subskills for each of the big ideas into daily instruction.

Instructional Target: Building Fluency, Vocabulary and Comprehension

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Fluency **Objective for the Week:** (i) Students will accurately identify the following frequently occurring irregular words with 100% accuracy at a rate of 25 words in under a minute: **look, they, talk, some, there.** (ii) Students will read an instructional-level passage at a rate of 30 words correct per minute with 97% accuracy. **NOTE**: This lesson would follow a lesson in which the words and phonic elements were previously introduced.	**Strategy:** Irregular Word Reading Reinforcement Instruction - Timed Grid Reading With Graphing (pp. 185-189). **Procedure and Instructional Target:** Teacher-led review of: **look, they, talk, some, there.** Timed teacher-student practice with graphing. **Organization:** Teacher-led, small group/whole class model followed by teacher-student timings. Time: 10 minutes.	**Strategy:** Irregular Word Reading Expansion Instruction - Road Race With Graphing (pp. 190-193). **Procedure and I nstructional Target:** Teacher-led review. Paired partner practice game with irregular words: **look, they, talk, some, there.** **Organization:** Teacher-led review and student pairs. Time: 15 minutes.	**Strategy:** Fluency in Connected Text Initial Instruction - Partner Reading With Graphing (pp. 194-201). **Procedure and Instructional Target:** Partner preview of instructional level reading materials. Practice building accuracy and speed. Partners provide corrective feedback. Graph progress. **Organization:** Partner practice. Time: 15 minutes.	**Strategy:** Fluency in Connected Text Reinforcement Instruction - Repeated Reading (tape assisted) with Graphing (pp. 202-208). **Procedure and Instructional Target:** Partner review of missed words and 3 x individual audio taped preview of instructional-level passage. **Organization:** Partner and individual. Time: 15 minutes.	**Strategy:** Fluency in Connected Text Expansion Instruction - Repeated Reading with Final Timing and Graphing (pp. 209-216). **Procedure and Instructional Target:** Student independently reads instructional-level passage twice. Reads passage third time with partner. Partner collects data on student performance. Graphs results. **Organization:** Individual and partner activity. Time: 15 minutes.

* Indicates first lesson using the instructional strategy.

Vocabulary **Objective for the Week:** Students will learn the meaning of new vocabulary words through the use of their synonyms. They will demonstrate understanding by correctly using the target words in original sentences.	**Strategy:** Synonym Initial Instruction - Recognizing the Target Word (pp. 228-231). **Procedure and Instructional Target:** Students tell if pictures represent the target words from today's story and state how they came to that conclusion. **Organization:** Teacher-led, small group. Time: 15 minutes.	**Strategy:** Synonym Review Instruction - Completing Sentences With the Target Word and its Synonym (pp. 232-236). **Procedure and Instructional Target:** Students use the target words and their synonyms to complete sentences. **Organization:** Teacher-led, small group. Time: 15 minutes.	**Strategy:** Synonym Review Instruction - Completing Sentences With the Target Word and its Synonym (pp. 232-236). **Procedure and Instructional Target:** Students use the target words and their synonyms to complete sentences. **Organization:** Teacher-led, small group. Time: 15 minutes.	**Strategy:** Synonym Expansion Instruction - Creating an Original Sentence (pp. 237-239). **Procedure and Instructional Target:** Students write an original sentence using the target word. **Organization:** Teacher-led small group. Time: 15 minutes.	**Strategy:** Synonym Expansion Instruction - Creating an Original Sentence (pp. 237-239). **Procedure and Instructional Target:** Students write an original sentence using the target word. **Organization:** Teacher-led small group. Time: 15 minutes.
Comprehension* **Objective for the Week:** Students will correctly sequence multiple events from a short decodable passage in the order the events occur.	**Strategy:** Sequencing Initial Instruction -Finding A Story Sequence (pp. 345-350). **Procedure and Instructional Target:** Teacher models identifying important events and sequencing events in order from an instructional-level passage. Teacher leads students through the process. **Organization:** Teacher-led, small group or whole class instruction. Time: 25 minutes.	**Strategy:** Sequencing Initial Instruction Revisited - Finding A Story Sequence (pp. 345-350). **Procedure and Instructional Target:** Teacher models identifying important events and sequencing events in order from an instructional-level passage. Teacher leads students through the process. **Organization:** Teacher-led, small group or whole class instruction. Time: 20 minutes.	**Strategy:** Sequencing Review Instruction -Matching Sequences (pp. 351-360). **Procedure and Instructional Target:** Students are provided with a strategy for sequencing the events of a story. **Organization:** Teacher-led, small group or whole class instruction. Time: 20 minutes.	**Strategy:** Sequencing Review Instruction Revisited - Matching Sequences (pp. 351-360). **Procedure and Instructional Target:** Students are provided with a strategy for sequencing the events of a story. **Organization:** Teacher-led, small group or whole class instruction. Time: 20 minutes.	**Strategy:** Sequencing Expansion Instruction - Partner Sequencing (pp. 361-365). **Procedure and Instructional Target:** Teacher models identifying important events and sequencing events in order from an instructional-level passage. Students review the strategy for sequencing a story. **Organization:** Teacher facilitates partner practice. Time: 20 minutes.
Total Time:	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes

* Indicates first lesson using the instructional strategy.