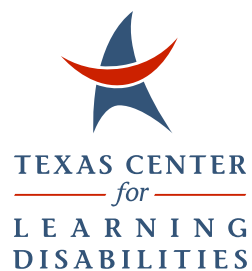




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# First-Grade Intervention

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Adapted from intervention materials developed by the Texas Center for Learning Disabilities

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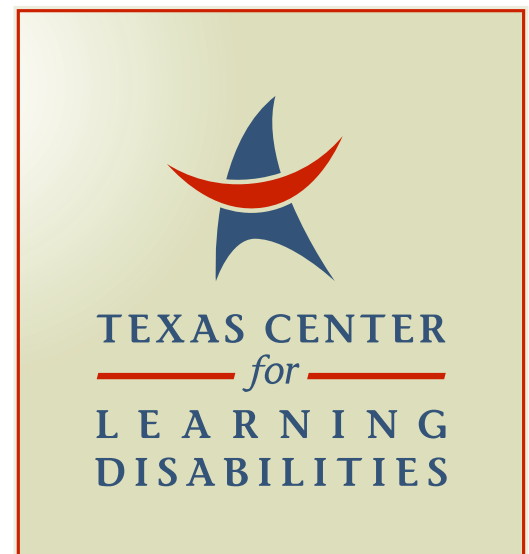
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## About the Texas Center for Learning Disabilities

The Texas Center for Learning Disabilities (TCLD) is a research center that investigates the classification, early intervention, and remediation of learning disabilities. The National Institutes of Health funds research activities, which are conducted at the University of Houston, The University of Texas at Austin, and The University of Texas Health Science Center at Houston. To learn more about TCLD, visit our website at [www.texasldcenter.org](http://www.texasldcenter.org)

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# Overview

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## How to Use This Guide

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This guide describes research-based practices appropriate for small-group first-grade reading interventions focused on decoding. Sample lessons illustrate how the practices can be woven together to develop a reading intervention routine. The practices and sample lessons are intended to be flexible and guided by individual ongoing assessments. Teachers can implement the lessons with (a) materials they create themselves, (b) published first-grade reading curricula and assessments, and/or (c) components from their district's core curriculum.

Similar lessons were implemented within Tier 2 of a response to intervention model as part of a Texas Center for Learning Disabilities research study. For the research study, some of the lesson plans were based on published interventions; however, the lesson plans provided here were revised to be more widely applicable.

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## TEKS Connections

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The practices in this guide align with many of the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) for grade 1. See the Appendix for a list of the aligned TEKS.

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## Assessments

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Before starting the intervention, use the following to assess intervention students:

- Letter-sound assessments used with the district core reading curriculum
- Sight word assessments that align with the district core reading curriculum
- Mastery tests (used to monitor progress with letters and words) that align with the district core reading curriculum

If these types of assessments are not available with the district core reading curriculum, look for published resources or make your own assessments by using templates. Templates for assessments of letter sounds and high-frequency words are available online at [www.texasldcenter.org/files/lesson-plans/u0\\_teacher.pdf](http://www.texasldcenter.org/files/lesson-plans/u0_teacher.pdf)

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## Lesson Components and Instructional Times

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Use these intervention lesson plans with small groups of students, moving through a scope and sequence of new letter sounds, decodable words, and sight words that aligns with the district's core reading program.

Each lesson consists of the following components (and instructional times):

- Decoding Practice (12 minutes)
- Vocabulary Introduction (3 minutes)
- Daily Story Reading and Comprehension Instruction (15 minutes)

Procedures for each of these components are described below. This guide also includes sample lesson plans for interventions provided 2 days per week, 3 days per week, and 4 days per week.

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## Decoding Practice

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### Sound Introduction

- Introduce sounds in the order suggested by the core reading curriculum.
- Write the letters representing the new sound on an index card, a whiteboard, or a piece of paper.
- Model the sound. For example: "Our new letter, *s*, says /s/, as in \_\_\_\_\_." Point to the letters and ask students to repeat the corresponding sound.
- Use any word that aligns with the curriculum and begins with the new sound. It helps to pick a word for which you can provide a picture to associate with the sound.
- For individual practice, point to the letters and give each student a turn to say the corresponding sound.

### New Sound Practice: Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Before the lesson, cut several sheets of first-grade writing paper in half and write the letter(s) for one new sound (e.g., *s*) on the top of each page at the beginning of the row.
- Say: "This is how we write the new sound /s/." Have students repeat the sound.
- Provide students with the half-sheets of first-grade writing paper.
- Model how to trace the letter with a finger.
- Model how to trace the letter with a pencil, pen, or marker while saying the sound. Have students practice tracing the letter and saying the sound.
- Have students continue to write the new letter across the page while saying the sound and using the district handwriting techniques.
- As an alternative to paper, students can write the letter on a small whiteboard.



## Sound Review

- Before the lesson, prepare a set of sound cards by writing the letter(s) of all previously taught sounds on individual index cards. Use sound cards previously taught from the core reading curriculum, if available.
- Hold up a card. Say: "This is the letter \_\_\_\_\_. What sound does it make?"
- Have students say the sound.
- In group practice, have students name the sounds as you go through the sound cards. Students' response time should gradually decrease as they build accuracy and fluency.

## Stretching New Sound

- Before the lesson, select words with continuous sounds, or sounds that can be held or hummed (examples: the sounds represented by the letters *a, s, m, l, n, e, v, o, sh*). Then, after students are proficient with these sounds, try words with stop sounds, or sounds that cannot be held (examples: the sounds represented by the letters *t, k, d, b, h, ch*).
- Model how to stretch a word by saying the sounds smoothly. For example: "Listen to me as I stretch the word *so* ... /sssooo/."
- Stretch the word with students.
- Repeat the procedure with other words for group and individual student practice.

## Rhyming Words

- Before the lesson, create posters with pairs of pictures illustrating objects that rhyme (examples: a cat and a rat, a rug and a bug).
- Model saying the picture names in pairs. Explain that the picture names rhyme because they have the same ending sound.
- Have students say the picture names for group and individual practice.

## Word Family Reading

- Prepare lists of rhyming words with the common word ending underlined (examples: *cat, flat, scat*). Include word families that the students are familiar with. Refer to the core reading curriculum or a published resource for common word families.
- Model by reading the underlined part first and then the whole word: "*at, c – at, cat*."
- Have all students read the words as a group in the same way, followed by individual practice. Start with two to three words and gradually increase as students become familiar with the routine.
- Gradually use more word lists, including at least one list with words that don't rhyme.
- Have students read each list quickly and identify the rhyming words.



## Reading Words

- Provide a student sheet from a published resource or make a student sheet that includes decodable words with sounds previously taught and sight words.
- Model how to put a finger under each word and read the word.
- Have students point to and read the words from left to right.
- Repeat the procedure for group and individual practice.

## Reading Sight Words

- Use the district's first-grade sight word or high-frequency word list or use sight words from the core reading curriculum.
- Before the lesson, make a student sheet that includes two to three sight words.
- For each word, say: "This word is \_\_\_\_\_. Repeat after me: \_\_\_\_\_."
- Have students read the words as a group, followed by individual practice.

## Sentence Practice

- Select two sight words from the Reading Words activity.
- Say: "Our two words are \_\_\_\_\_ and \_\_\_\_\_. Repeat these words after me: \_\_\_\_\_ and \_\_\_\_\_." (Students repeat.) "I will make a sentence using these words. Listen."
- Say a sentence with the two sight words.
- Have students repeat the sentence as a group and then help you make a new sentence with the same words.
- Have students take turns individually saying a sentence with one or two of the sight words.

## Blending Practice

- Before the lesson, use core reading materials or prepare a sheet with consonant-vowel-consonant (CVC) words that students have been introduced to in previous lessons. Start with initial sounds from the core reading curriculum. Later, add other supporting sounds, such as medial and final sounds, that can be blended smoothly.
- Model running a finger under a word while stretching the sounds smoothly. When introducing words to blend, stretch the sounds and then say the word quickly—for example: /ssssuuunnn/, *sun*.
- Have students stretch the sounds smoothly while running their finger under the word on their sheet.
- Repeat the procedure for individual practice.

## Compound and Multisyllable Words

- Before the lesson, prepare student sheets with two to four compound and multisyllable words from the district's core reading curriculum or from grade-level literature. For the multisyllable words, break down the word by syllables and then write the word in the correct form (example: *de-pen-dent* = *dependent*).
- Explain that a compound word is two words put together for meaning (example: *doghouse* = a house for a dog).
- Cover part of a compound word (example: cover *house* in *doghouse*). Have students read the uncovered part of the word (*dog*). Then, cover the other part of the word (*dog*). Have students read the uncovered part (*house*). Then, have students read the whole word (*doghouse*).
- Say: "Today I will show you how to make reading long words easy."
- Read each syllable of a multisyllable word slowly and then read the word quickly while moving a finger under the word.
- Prompt students to read the multisyllable words on the student sheet as a group while moving a finger under the words.
- Repeat the procedure with other words on the sheet for group and individual practice.

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## Vocabulary Introduction

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- Select two new vocabulary words from the book to be read that day that are not sight words.
- Say: "Our first word today is \_\_\_\_\_. Say \_\_\_\_\_." (Students repeat.)
- Explain or act out the meaning of the word.
- Repeat the procedure with next word.
- Some words in the book will require only a quick explanation of the meaning.

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# Daily Story Reading and Comprehension Instruction

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## Reading a New Book

- Select a decodable book of an appropriate level for all students that aligns with the district core reading curriculum.
- Show students the cover of the book and say that a story's title usually tells who or what the story is about. Say: "The title is \_\_\_\_\_."
- Quickly discuss with students the title and appearance of the cover, asking questions such as, "What do you know about \_\_\_\_\_?" and "What do you think the story will be about?"
- Model how to track text by running a finger under each word in the sentence. (Model using the title and/or the first few sentences.)
- As students read, note any mistakes or self-corrections to discuss before the second read. Ask a quick question to check comprehension.
- During a second read, call on students to read pages individually, chorally, or with a partner.
- If time permits, repeat the procedure with a second decodable book.

## Graphic Organizer

- Make a poster on chart paper with story elements (characters, setting, problem, and so on) or use a published graphic organizer.
- Introduce story elements one at a time. First, provide a student-friendly definition of the element and have students repeat the definition
- Model how to identify the element in a book.
- As students identify a story element as a group, fill in the poster. If there is any confusion about a story element, guide students to reread a portion of the text to figure out the meaning.
- Provide smaller copies of the poster for students to fill out as a group and for independent practice with other books.

## Daily Homework (Optional)

If using decodable books from a district core reading curriculum that provides reproducible black-and-white copies, make enough copies of books to send home with students to practice reading.



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# **Sample Lesson Plans for Intervention Provided 2 Days Per Week**

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**DAY 1****30 minutes****Introducing the sound /ay/**

Component	Duration
<b>Decoding Practice</b> <ul style="list-style-type: none"> <li>• Sound Introduction</li> <li>• New Sound Practice: Writing</li> <li>• Sound Review</li> <li>• Stretching New Sound</li> <li>• Reading Words</li> <li>• Reading Sight Words</li> <li>• Sentence Practice</li> </ul>	12 minutes
<b>Vocabulary Introduction</b>	3 minutes
<b>Daily Story Reading and Comprehension</b> <ul style="list-style-type: none"> <li>• Reading a New Book</li> <li>• Graphic Organizer</li> <li>• Daily Homework (Optional)</li> </ul>	15 minutes

**Materials**

- Whiteboard or chart paper
- First-grade writing paper
- Pencils
- Markers
- Index card with the new sound
- Decodable word list
- First-grade sight word or high-frequency word list
- Decodable books
- Graphic organizer for story structure

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## Decoding Practice

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**12 minutes**

### Sound Introduction

- Write the letters representing the new sound, /ay/, on an index card, a whiteboard, a piece of paper, or another material.
- Say: “These letters say /ay/, as in \_\_\_\_\_.” Have students repeat the sound as a group as you point to the letters.
- Select a word that aligns with your curriculum and that contains the /ay/ sound. It helps to pick a word for which you can provide a picture to associate with the sound.
- With each student, point to the letters representing the /ay/ sound and have the student say the sound.

### New Sound Practice: Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Before the lesson, cut several sheets of first-grade writing paper in half and write the new letter pair *ay* on the top of each half-sheet at the beginning of the row.
- Say: “This is how we write the new sound /ay/.” Have students repeat the sound.
- Provide students with the half-sheets of first-grade writing paper.
- Trace the letter pair with a finger and then have students trace the letter pair on their paper along with you.
- Model how to trace the letter pair with a pencil, pen, or marker while saying the sound. Have students trace the pair and say the sound.
- Have students continue to write the letter pair across the page, saying the sound while using the district handwriting techniques.
- As an alternative to paper, students can write the letter pair on a small whiteboard.

### Sound Review

- Before the lesson, prepare a set of sound cards by writing all previously taught letters and letter combinations on individual index cards. Use sound cards previously taught from the core reading curriculum, if available.
- Hold up a card and model the correct sound.
- Say: “This is the letter \_\_\_\_\_. What sound does it make?” Have students make the sound.
- In group practice, have students name the sounds as you go through the sound cards. Students’ response time should gradually decrease as they build accuracy and fluency.



## Stretching New Sound

- Before the lesson, pick words with continuous sounds, which are sounds that can be held or hummed (examples: the sounds represented by the letters *a, s, m, l, n, e, v, o, sh*). After students are proficient with continuous sounds, try words with stop sounds, which are sounds that cannot be held (examples: the sounds represented by the letters *t, c, d, b, g, x, h, ch*).
- Model how to stretch a word by saying the sounds smoothly. Say: "Listen as I stretch the word *play* ... /pplllaaayy/."
- Have students stretch the word together by saying the sounds smoothly.
- Repeat the procedure with other words, such as *hay* and *stay*, for group and individual student practice.

## Reading Words

- Provide a student sheet from a published resource or make a student sheet with a couple of decodable words and sight words in rows.
- Model how to put a finger under each word and read the word.
- Have students point to and read the words from left to right.
- Repeat the procedure for group and individual practice.

## Reading Sight Words

- Before the lesson, make a student sheet that includes two to three sight words. Use the district's first-grade sight word or high-frequency word list or use sight words from the core reading curriculum.
- For each word, say: "This word is \_\_\_\_\_. Repeat after me: \_\_\_\_\_."
- Have students read the words as a group, followed by individual practice.

## Sentence Practice

- Select two sight words from the Reading Words activity.
- Say: "Our two words are \_\_\_\_\_ and \_\_\_\_\_. Repeat these words after me: \_\_\_\_\_ and \_\_\_\_\_." (Students repeat.) "I will make a sentence using these words. Listen."
- Say a sentence with the two sight words.
- Have students repeat the sentence as a group and then help you make a new sentence with the same words.
- Have students take turns saying a sentence with one or two of the sight words.

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## Vocabulary Introduction

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**3 minutes**

- Select two new vocabulary words from the book that will be read that day that are not sight words.
- Say: "Our first word today is \_\_\_\_\_. Say \_\_\_\_\_." (Students repeat.)
- Explain or act out the meaning of the word.
- Repeat the procedure with next word.
- Some words in the book will require only a quick explanation of the meaning.

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## Daily Story Reading and Comprehension Instruction

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**15 minutes**

### Reading a New Book

- Select a decodable book of an appropriate level for all students that aligns with the district core reading curriculum.
- Show students the cover of the book and say that the title usually tells who or what the story is about. Say: "The title is \_\_\_\_\_."
- Ask students what they know about what is on the cover.
- Say: "I will point to and read each word and sound." Then, show students how to track text with a finger while reading.
- Say: "I will point to the word or sound. You will tell me the word or sound." Prompt turns with a quick "your turn" or "my turn."
- During a second read, call on students to read pages individually, chorally, or with a partner. Ask a quick question to check comprehension.
- If time permits, repeat the procedure with a second decodable book.

### Graphic Organizer

- Create and make copies of a story structure poster or use a published graphic organizer.
- Lead students in a discussion about the story just read, focusing on the main story elements (characters, setting, problem, and solution).
- As the story elements are discussed, have students fill in the corresponding section of their poster.

### Daily Homework (Optional)

If using decodable books from a district core reading curriculum that provides reproducible black-and-white copies, make enough copies of books to send home with students to practice reading.

**DAY 2****30 minutes****Continued practice with the sound /ay/**

Component	Duration
<b>Decoding Practice</b> <ul style="list-style-type: none"> <li>• Sound Review</li> <li>• Sound Practice: Writing</li> <li>• Rhyming Words</li> <li>• Word Family Reading</li> </ul>	12 minutes
<b>Vocabulary Introduction</b>	3 minutes
<b>Daily Story Reading and Comprehension</b> <ul style="list-style-type: none"> <li>• Reading a New Book</li> <li>• Graphic Organizer</li> <li>• Daily Homework (Optional)</li> </ul>	15 minutes

**Materials**

- Whiteboard or chart paper
- First-grade writing paper
- Pencils
- Markers
- Poster with pairs of rhyming pictures
- Rhyming word list
- First-grade sight word or high-frequency word list
- Decodable books
- Graphic organizer for story structure

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# Decoding Practice

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**12 minutes**

## Sound Review

- Before the lesson, prepare a set of sound cards by writing all previously taught letters and letter combinations (including *ay*) on individual index cards. Use previously taught sound cards from the core reading curriculum, if available.
- Hold up a card. Say: "This is the letter \_\_\_\_\_. What sound does it make?"
- In group practice, have students name the sounds as you go through the sound cards.

## Sound Practice: Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Before the lesson, cut several sheets of first-grade writing paper in half and write the letter pair *ay* at the top of each half-sheet at the beginning of the row.
- Say: "This is how we write the sound /ay/." Have students repeat the sound.
- Provide students with the half-sheets of first-grade writing paper.
- Model how to trace the letter pair with a finger. Then, have students trace the letter pair on their paper along with you.
- Model how to trace the letter pair with a pencil, pen, or marker while saying the sound. Then, have students trace the letter pair and say the sound.
- Have students continue to write the letter pair across the page, saying the sound while using the district handwriting techniques.
- Students can also use a marker, an eraser, and a small whiteboard.

## Rhyming Words

- Before the lesson, create posters with pairs of pictures illustrating objects that rhyme (examples: hay and play, a cat and a rat, a rug and a bug).
- Say the picture names.
- Explain that the pictures rhyme because they have the same ending.
- Have students say the picture names during group and individual practice.

## Word Family Reading

- Prepare lists of rhyming words with the common word ending underlined (examples: *hay*, *play*, *stay*). Each list should include word families that the students are familiar with. Refer to the core reading curriculum or a published resource for common word families.
- Read the underlined part of a word first and then the whole word—for example: "ay, h – ay, hay."

- Have students read a list this way as a group, followed by individual practice.
- Gradually use more word lists, including at least one list with words that don't rhyme.
- Have students read each list and identify which has rhyming words.

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## Vocabulary Introduction

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**3 minutes**

- Select two new vocabulary words from the book to be read that day that are not sight words.
- Say: "Our first word today is \_\_\_\_\_. Say \_\_\_\_\_." (Students repeat.)
- Explain or act out the meaning of the word.
- Repeat the procedure with the next word.
- Some words in the book will require only a quick explanation of the meaning.

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## Daily Story Reading and Comprehension Instruction

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**15 minutes**

### Reading a New Book

- Select a decodable book of an appropriate level for all students that aligns with the district core reading curriculum.
- Show students the cover of the book and say that a story's title usually tells who or what the story is about. Say: "The title is \_\_\_\_\_."
- Ask students what they know about what is on the cover.
- Say: "I will point to and read each word and sound." Then, show students how to track text with a finger when reading.
- Say: "I will point to the word or sound. You will tell me the word or sound." Prompt turns with a quick "your turn" or "my turn."
- During a second read, call on students to read pages individually, chorally, or with a partner. Ask a quick question to check comprehension.
- If time permits, repeat the procedure with a second decodable book.

### Graphic Organizer

- Create and make copies of a story structure poster or use a published graphic organizer.
- Lead students in a discussion and ask questions about the story just read, focusing on the main story elements (characters, setting, problem, and solution).

- If there is any confusion with story elements, have students reread a portion of the text to figure out the meaning.
- As story elements are discussed, have students fill in the corresponding section of their story structure poster.

### **Daily Homework (Optional)**

If using decodable books from a district core reading curriculum that provides reproducible black-and-white copies, make enough copies of books to send home with students to practice reading.





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# **Sample Lesson Plans for Intervention Provided 3 Days Per Week**

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**DAY 1****30 minutes****Introducing the sound /s/**

Component	Duration
<b>Decoding Practice</b> <ul style="list-style-type: none"> <li>• Sound Introduction</li> <li>• New Sound Practice: Writing</li> <li>• Stretching New Sound</li> <li>• Reading Words</li> <li>• Sentence Practice</li> </ul>	12 minutes
<b>Vocabulary Introduction</b>	3 minutes
<b>Daily Story Reading and Comprehension</b> <ul style="list-style-type: none"> <li>• Reading a New Book</li> <li>• Graphic Organizer</li> <li>• Daily Homework (Optional)</li> </ul>	15 minutes

**Materials**

- Whiteboard or chart paper
- First-grade writing paper
- Pencils
- Markers
- Index card with new sound
- Decodable word list
- Decodable books
- Graphic organizer for story structure

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# Decoding Practice

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**12 minutes**

## Sound Introduction

- Write the letter *s*, representing the new sound /s/, on an index card, a whiteboard, a piece of paper, or another material.
- Say: "Our new sound says /s/, as in \_\_\_\_\_." Have students repeat the sound as a group as you point to the letter.
- Select any word that begins with the /s/ sound and that aligns with the curriculum. It helps to pick a word for which you can provide a picture to associate with the sound, if possible.
- With each student, point to the new sound and have the student say the sound.

## New Sound Practice: Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Before the lesson, cut several sheets of first-grade writing paper in half and write an *s* on the top of each half-sheet at the beginning of the row.
- Say: "This is how we write the new sound /s/." Have students repeat the sound.
- Provide students with the half-sheets of first-grade writing paper.
- Model how to trace the letter that makes the new sound with a finger. Then, have students trace the letter on their paper along with you.
- Model how to trace the letter with a pencil, pen, or marker while saying the sound. Then, have students trace the letter and say the sound.
- Have students continue to write the letter across the page, saying the sound while using the district handwriting techniques.
- As an alternative to paper, students can write the letter on a small whiteboard.

## Stretching New Sound

- Before the lesson, select some words with the /s/ sound.
- Say: "Listen to me stretch the word so ... /sssooo!/"
- Have students stretch the word together by saying the sounds smoothly.
- Repeat the procedure with the other words in group and individual practice.

## Reading Words

- Provide a student sheet from a published resource or make a student sheet with a couple of decodable words and sight words in rows. Include some words with the /s/ sound.

- Model how to put a finger under each word and read the word.
- Have students point to and read words from left to right.

### Sentence Practice

- Select two sight words from the Reading Words activity.
- Say: "Our two words are \_\_\_\_\_ and \_\_\_\_\_. Repeat these words after me: \_\_\_\_\_ and \_\_\_\_\_." (Students repeat.) "I will make a sentence using these words. Listen."
- Say a sentence with the two sight words.
- Have students repeat the sentence and then help you make a new sentence with the same words.

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## Vocabulary Introduction

**3 minutes**

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- 
- Select two new vocabulary words from the book to be read that day that are not sight words.
  - Say: "Our first word today is \_\_\_\_\_. Say \_\_\_\_\_." (Students repeat.)
  - Explain or act out the meaning of the word.
  - Repeat the procedure with next word.
  - Some words in the book will require only a quick explanation of the meaning.

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## Daily Story Reading and Comprehension Instruction

**15 minutes**

### Reading a New Book

- Select a decodable book that aligns with the district core reading curriculum.
- Show students the cover of the book and say that a story's title usually tells who or what the story is about. Say: "The title is \_\_\_\_\_."
- Ask students what they know about what is on the cover.
- Say: "I will point to and read each word and sound." Then, show students how to track text with a finger while reading.
- Say: "I will point to the word or sound. You will tell me the word or sound." Prompt turns with a quick "your turn" or "my turn."
- During a second read, call on students to read pages individually, chorally, or with a partner. Ask a quick question to check comprehension.
- If time permits, repeat the procedure with a second decodable book.

## Graphic Organizer

- Make a story structure poster on chart paper with story elements (characters, setting, problem, etc.) or use a published graphic organizer.
- Provide a student-friendly definition of *character* and have students repeat the definition.
- Model how to identify a character in a book.
- Write on the story structure poster the name of one or more characters in the book.

## Daily Homework (Optional)

If using decodable books from a district core reading curriculum that provides reproducible black-and-white copies, make enough copies of books to send home with students to practice reading.

**DAY 2****30 minutes****Continued practice with the sound /s/**

Component	Duration
<b>Decoding Practice</b> <ul style="list-style-type: none"> <li>• Sound Review</li> <li>• Sound Practice: Writing</li> <li>• Stretching Sound</li> <li>• Blending Practice</li> <li>• Rhyming Words</li> </ul>	12 minutes
<b>Vocabulary Introduction</b>	3 minutes
<b>Daily Story Reading and Comprehension</b> <ul style="list-style-type: none"> <li>• Reading a New Book</li> <li>• Graphic Organizer</li> <li>• Daily Homework (Optional)</li> </ul>	15 minutes

**Materials**

- Index cards with sounds
- Whiteboard or chart paper
- First-grade writing paper
- Pencils
- Markers
- Poster with pairs of rhyming pictures
- Decodable books
- Graphic organizer for story structure

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# Decoding Practice

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**12 minutes**

## Sound Review

- Before the lesson, write the letters of previously taught sounds (including /s/, learned in the previous lesson) on individual index cards. Use sound cards previously taught from the core reading curriculum, if available.
- Hold up the /s/ card. Say: "This is the letter s. What sound does it make?"
- In group practice, have students name the sounds as you go through the sound cards. Students' response time should gradually decrease as they build accuracy and fluency.

## Sound Practice: Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Before the lesson, cut several sheets of first-grade writing paper in half and write an s on the top of each half-sheet at the beginning of the row.
- Say: "This is how we write the sound /s/." Have students repeat the sound.
- Provide students with the half-sheets of first-grade writing paper.
- Model how to trace the letter that makes the sound with a finger. Then, have students trace the letter on their paper along with you.
- Model how to trace the letter with a pencil, pen, or marker while saying the sound. Then, have students practice tracing the letter and saying the sound.
- Have students continue to write the letter across the page, saying the sound while using the district handwriting techniques.
- As an alternative to paper, students can write the letter on a small whiteboard.

## Stretching Sound

- Before the lesson, select some words with the /s/ sound.
- Say: "Listen to me stretch the word *so* ... /ssssoo/."
- Have students stretch the word together by saying the sounds smoothly.
- Repeat the procedure with the other words for group and individual practice.

## Blending Practice

- Before the lesson, locate core reading materials or prepare a sheet with CVC words that students have been introduced to in previous lessons. Begin with initial sounds from the core reading curriculum. Later, you can add other supporting sounds, such as medial and final sounds, that can be blended smoothly.



- Run a finger under a word while stretching the sounds smoothly. When introducing new words to blend, stretch the sounds—/ssssuuunnn/—and then say the word quickly—*sun*.
- Have students read the sounds smoothly while running their finger under a word on their sheet.
- Repeat the procedure for individual practice.

## Rhyming Words

- Before the lesson, create posters with pairs of pictures illustrating objects that rhyme (examples: a cat and a rat, a rug and a bug).
- Say the picture names in pairs. Explain that the pictures rhyme because they have the same ending.
- Have students say the picture names during group and individual practice.

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## Vocabulary Introduction

**3 minutes**

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- Select two new vocabulary words from the book to be read that day that are not sight words.
- Say: “Our first word today is \_\_\_\_\_. Say \_\_\_\_\_.” (Students repeat.)
- Explain or act out the meaning of the word.
- Repeat the procedure with the next word.
- Some words in the book will require only a quick explanation of the meaning.

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## Daily Story Reading and Comprehension Instruction

**15 minutes**

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### Reading a New Book

- Select a decodable book of an appropriate level that aligns with the district core reading curriculum.
- Show students the cover of the book and tell students that a story’s title usually tells who or what the story is about. Say: “The title is \_\_\_\_\_.”
- Ask students what they know about what is on the cover.
- Say: “I will point to and read each word and sound.” Then, show students how to track text with a finger while reading.
- Say: “I will point to the word or sound. You will tell me the word or sound.” Prompt turns with a quick “your turn” or “my turn.”
- During a second read, call on students to read pages individually, chorally, or with a partner. Ask a quick question to check comprehension.
- If time permits, repeat the procedure with a second decodable book.

## Graphic Organizer

- Make a story structure poster on chart paper with story elements (characters, setting, problem, etc.) or use a published graphic organizer.
- Provide a student-friendly definition of *setting* and have students repeat the definition.
- Model how to identify the setting in a book.
- Write on the story structure poster the setting of the book.

## Daily Homework (Optional)

If using decodable books from a district core reading curriculum that provides reproducible black-and-white copies, make enough copies of books to send home with students to practice reading.

**DAY 3****30 minutes****Continued practice with the sound /s/**

Component	Duration
<b>Decoding Practice</b> <ul style="list-style-type: none"> <li>• Sound Review</li> <li>• Sound Practice: Writing</li> <li>• Stretching Sound</li> <li>• Reading Sight Words</li> </ul>	12 minutes
<b>Vocabulary Introduction</b>	3 minutes
<b>Daily Story Reading and Comprehension</b> <ul style="list-style-type: none"> <li>• Reading a New Book</li> <li>• Graphic Organizer</li> <li>• Daily Homework (Optional)</li> </ul>	15 minutes

**Materials**

- Index cards with sounds
- Whiteboard or chart paper
- First-grade writing paper
- Pencils
- Markers
- First-grade sight word or high-frequency word list
- Decodable books
- Graphic organizer for story structure

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# Decoding Practice

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**12 minutes**

## Sound Review

- Before the lesson, prepare sound cards by writing the letters of previously taught sounds (including /s/) on individual index cards. Use sound cards from the core reading curriculum, if available.
- Hold up the /s/ card. Say: "This is the letter s. What sound does it make?"
- In group practice, have students name the sounds as you go through the sound cards. Students' response time should gradually decrease as they build accuracy and fluency.

## New Sound Practice: Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Before the lesson, cut several sheets of first-grade writing paper in half and write an s on the top of each half-sheet at the beginning of the row.
- Say: "This is how we write the sound /s/." Have students repeat the sound.
- Provide students with the half-sheets of first-grade writing paper.
- Model how to trace the letter that makes the sound with a finger. Then, have students trace the letter on their paper along with you.
- Model how to trace the letter with a pencil, pen, or marker while saying the sound. Then, have students trace the letter and say the sound.
- Have students continue to write the letter across the page, saying the sound while using the district handwriting techniques.
- As an alternative to paper, students can write the letter on a small whiteboard.

## Stretching Sound

- Before the lesson, select words with the /s/ sound.
- Say: "Listen to me stretch the word *sip* ... /ssiiippp/."
- Have students stretch the word together by saying the sounds smoothly.
- Repeat the procedure with the other words for group and individual practice.

## Reading Sight Words

- Before the lesson, make a student sheet that includes two to three sight words. Use the district's first-grade sight word or high-frequency word list or use sight words from core reading curriculum.
- For each word, say: "This word is \_\_\_\_\_. Repeat after me: \_\_\_\_\_."
- Have students read the words as a group, followed by individual practice.

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## Vocabulary Introduction

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**3 minutes**

- Select two new vocabulary words from the book to be read that day that are not sight words.
- Say: "Our first word today is \_\_\_\_\_. Say \_\_\_\_\_." (Students repeat.)
- Explain or act out the meaning of the word.
- Repeat the procedure with the next word.
- Some words in the book will require only a quick explanation of the meaning.

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## Daily Story Reading and Comprehension Instruction

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**15 minutes**

### Reading a New Book

- Select a decodable book of an appropriate level that aligns with the district core reading curriculum.
- Show students the cover of the book and say that a story's title usually tells who or what the story is about. Say: "The title is \_\_\_\_\_."
- Ask students what they know about what is on the cover.
- Say: "I will point to and read each word and sound." Then, show students how to track text with a finger while reading.
- Say: "I will point to the word or sound. You will tell me the word or sound." Prompt turns with a quick "your turn" or "my turn."
- During a second read, call on students to read pages individually, chorally, or with a partner. Ask a quick question to check comprehension.
- If time permits, repeat the procedure with a second decodable book.

### Graphic Organizer

- Make a story structure poster on chart paper with story elements (characters, setting, problem, etc.) or use a published graphic organizer.
- Provide a student-friendly definition of *problem*. Have students repeat the definition.
- Model how to determine the main problem in a book.
- Write on the story structure poster the main problem in the book.

### Daily Homework (Optional)

If using decodable books from a district core reading curriculum that provides reproducible black-and-white copies, make enough copies of books to send home with students to practice reading.

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# **Sample Lesson Plans for Intervention Provided 4 Days Per Week**

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**DAY 1****30 minutes****Introducing the sound /sh/**

Component	Duration
<b>Decoding Practice</b> <ul style="list-style-type: none"> <li>• Sound Introduction</li> <li>• New Sound Practice: Writing</li> <li>• Sound Review</li> <li>• Stretching New Sound</li> <li>• Blending Practice</li> <li>• Reading Sight Words</li> </ul>	12 minutes
<b>Vocabulary Introduction</b>	3 minutes
<b>Daily Story Reading and Comprehension</b> <ul style="list-style-type: none"> <li>• Reading a New Book</li> <li>• Graphic Organizer</li> <li>• Daily Homework (Optional)</li> </ul>	15 minutes

**Materials**

- Whiteboard or chart paper
- First-grade writing paper
- Pencils
- Markers
- Index cards with new sound and past sounds
- First-grade sight word or high-frequency word list
- Decodable books
- Graphic organizer for story structure



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# Decoding Practice

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**12 minutes**

## Sound Introduction

- Write the letters *sh* on an index card, a whiteboard, a piece of paper, or another material.
- Say: “Our new sound says /sh/, as in \_\_\_\_\_.” Point to the new sound and have students repeat the sound.
- Select a word that begins with the /sh/ sound and that aligns with the curriculum. It helps to pick a word for which you can provide a picture to associate with the sound, if possible.
- With each student, point to *sh* and have the student say the sound.

## New Sound Practice: Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Before the lesson, cut several sheets of first-grade writing paper in half and write *sh* on the top of each half-sheet at the beginning of the row.
- Say: “This is how we write the new sound /sh/.” Have students repeat the sound.
- Provide students with the half-sheets of first-grade writing paper.
- Model how to trace the letters that make the new sound with a finger. Then, have students trace the letters on their paper along with you.
- Model how to trace the letters with a pencil, pen, or marker while saying the sound. Then, have students practice tracing the letters and saying the sound.
- Have students continue to write the letters across the page, saying the sound while using the district handwriting techniques.
- As an alternative to paper, students can write the letters on a small whiteboard.

## Sound Review

- Before the lesson, prepare a set of sound cards by writing the letters of previously taught sounds on individual index cards. Use sound cards previously taught from the core reading curriculum, if available.
- Hold up a card. Say: “This is the letter \_\_\_\_\_. What sound does it make?”
- In group practice, have students name the sounds as you go through the sound cards. Students’ response time should gradually decrease as they build accuracy and fluency.

## Stretching New Sound

- Before the lesson, select words with the /sh/ sound.
- Say: "Listen to me stretch the word *shop* ... /ssshhhooopp/."
- Have students stretch the word together by saying the sounds smoothly.
- Repeat the procedure with other words for group and individual practice.

## Blending Practice

- Before the lesson, locate core reading materials or prepare a sheet with CVC or CCVC words that students have been introduced to in previous lessons. Start with initial sounds from the core reading curriculum. Later, add other supporting sounds, such as medial and final sounds, that can be blended smoothly.
- Model running a finger under the word while stretching the sounds smoothly. When blending new words, stretch the sounds—/ssshhhiiipp/—and then say the word quickly—*ship*.
- Have students stretch the sounds smoothly while running their finger under the words on their sheet.
- Repeat the procedure for individual practice.

## Reading Sight Words

- Before the lesson, make a student sheet that includes two to three sight words. Use the district's first-grade sight word or high-frequency word list or use sight words from core reading curriculum.
- For each word, say: "This word is \_\_\_\_\_. Repeat after me: \_\_\_\_\_."
- Have students read the words as a group, followed by individual practice.

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## Vocabulary Introduction

**3 minutes**

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- Select two new vocabulary words from the book to be read that day that are not sight words.
- Say: "Our first word today is \_\_\_\_\_. Say \_\_\_\_\_." (Students repeat.)
- Explain or act out the meaning of the word.
- Repeat the procedure with the next word.
- Some words in the book will require only a quick explanation of the meaning.

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## Daily Story Reading and Comprehension Instruction **15 minutes**

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### Reading a New Book

- Select a decodable book that aligns with the district core reading curriculum.
- Show students the cover of the book and say that a story's title usually tells who or what the story is about. Say: "The title is \_\_\_\_\_."
- Ask students what they know about what is on the cover.
- Say: "I will point to and read each word and sound." Then, show students how to track text with a finger while reading.
- Say: "I will point to the word or sound. You will tell me the word or sound." Prompt turns with a quick "your turn" or "my turn."
- During a second read, call on students to read pages individually, chorally, or with a partner. Ask a quick question to check comprehension.
- If time permits, repeat the procedure with a second decodable book.

### Graphic Organizer

- Create and make copies of a story structure poster or use a published graphic organizer.
- Lead students in a discussion about the story just read, focusing on the main story elements (characters, setting, problem, and solution).
- As story elements are discussed, have students fill in the corresponding section of their story structure poster.

### Daily Homework (Optional)

If using decodable books from a district core reading curriculum that provides reproducible black-and-white copies, make enough copies of books to send home with students to practice reading.

**DAY 2****30 minutes****Continued practice with the sound /sh/**

Component	Duration
<b>Decoding Practice</b> <ul style="list-style-type: none"> <li>• Sound Review</li> <li>• Sound Practice: Writing</li> <li>• Reading Words</li> <li>• Sentence Practice</li> <li>• Multisyllable Words</li> </ul>	12 minutes
<b>Vocabulary Introduction</b>	3 minutes
<b>Daily Story Reading and Comprehension</b> <ul style="list-style-type: none"> <li>• Reading a New Book</li> <li>• Graphic Organizer</li> <li>• Daily Homework (Optional)</li> </ul>	15 minutes

**Materials**

- Whiteboard or chart paper
- First-grade writing paper
- Pencils
- Markers
- Index cards with new sound and past sounds
- Decodable word list
- Decodable books
- Graphic organizer for story structure

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# Decoding Practice

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**12 minutes**

## Sound Review

- Before the lesson, prepare a set of sound cards by writing all previously taught sounds (including the sound /sh/, learned in the previous lesson) on individual index cards. Use sound cards previously taught from the core reading curriculum, if available.
- Hold up the /sh/ card. Say: "These are the letters *sh*. What sound do the two letters make?"
- In group practice, have students say the sounds as you go through the sound cards.

## Sound Practice: Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Before the lesson, cut several sheets of first-grade writing paper in half and write the letter pair *sh* on the top of each half-sheet at the beginning of the row.
- Say: "This is how we write the sound /sh/." Have students repeat the sound.
- Provide students with the half-sheets of first-grade writing paper.
- Model how to trace the letters that make the sound with a finger. Then, have students trace the letters on their paper along with you.
- Model how to trace the letters with a pencil, pen, or marker while saying the sound. Then, have students practice tracing the letters while saying the sound.
- Have students continue to write the letters across the page, saying the sound while using the district handwriting techniques.
- As an alternative to paper, students can write the letters on a small whiteboard.

## Reading Words

- Provide a student sheet from a published resource or make a student sheet with a couple of decodable words and sight words in rows. Include some words with the /s/ sound.
- Model how to put a finger under a word while reading the word.
- Have students point to and read words from left to right.

## Sentence Practice

- Select two sight words from the Reading Words activity.
- Say: "Our two words are \_\_\_\_\_ and \_\_\_\_\_. Repeat these words after me: \_\_\_\_\_ and \_\_\_\_\_." (Students repeat.) "I will make a sentence using these words. Listen."
- Say a sentence with the two sight words.

- Have students repeat the sentence as a group and then help you make a new sentence with the same words.
- Have students take turns saying a sentence with one or two of the sight words.

## Multisyllable Words

- Before the lesson, prepare student sheets with two to four multisyllable words broken down by syllable and then written in correct form (example: *de-pen-dent = dependent*). Select the words from the district's core reading curriculum or from grade-level literature.
- Say: "Today I will show you how to make reading long words easy."
- Model for students first reading each syllable of a word slowly and then reading the word quickly with your finger under the word.
- As a group, prompt students to read the word in the same way.
- Repeat the procedure with the other words on the sheet for group and individual practice.

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## Vocabulary Introduction

**3 minutes**

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- Select two new vocabulary words from the new book to be read that day that are not sight words.
- Say: "Our first word today is \_\_\_\_\_. Say \_\_\_\_\_." (Students repeat.)
- Explain or act out the meaning of the word.
- Repeat the procedure with the next word.
- Some words in the book will require only a quick explanation of the meaning.

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## Daily Story Reading and Comprehension Instruction

**15 minutes**

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### Reading a New Book

- Select a decodable book that aligns with the district core reading curriculum.
- Show students the cover of the book and say that a story's title usually tells who or what the story is about. Say: "The title is \_\_\_\_\_."
- Ask students what they know about what is on the cover.
- Say: "I will point to and read each word and sound." Then, show students how to track text with a finger while reading.
- Say: "I will point to a word or sound. You will tell me the word or sound." Prompt turns with a quick "your turn" or "my turn."

- During a second read, call on students to read pages individually, chorally, or with a partner. Ask a quick question to check comprehension.
- If time permits, repeat the procedure with a second decodable book.

### **Graphic Organizer**

- Create and make copies of a story structure poster or use a published graphic organizer.
- Lead students in a discussion about the story just read, focusing on the main story elements (characters, setting, problem, and solution).
- As story elements are discussed, have students fill in the corresponding section of their story structure poster.

### **Daily Homework (Optional)**

If using decodable books from a district core reading curriculum that provides reproducible black-and-white copies, make enough copies of books to send home with students to practice reading.

**DAY 3****30 minutes****Continued practice with the sound /sh/**

Component	Duration
<b>Decoding Practice</b> <ul style="list-style-type: none"> <li>• Sound Review</li> <li>• Sound Practice: Writing</li> <li>• Word Family Reading</li> </ul>	12 minutes
<b>Vocabulary Introduction</b>	3 minutes
<b>Daily Story Reading and Comprehension</b> <ul style="list-style-type: none"> <li>• Reading a New Book</li> <li>• Graphic Organizer</li> <li>• Daily Homework (Optional)</li> </ul>	15 minutes

**Materials**

- Whiteboard or chart paper
- First-grade writing paper
- Pencils
- Markers
- Index cards with new sound and past sounds
- Rhyming word list
- Decodable books
- Graphic organizer for story structure



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# Decoding Practice

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**12 minutes**

## Sound Review

- Before the lesson, prepare a set of sound cards by writing all previously taught sounds on individual index cards. Use sound cards previously taught from the core reading curriculum, if available.
- Hold up a card. Say: "This is the letter \_\_\_\_\_. What sound does it make?"
- In group practice, have students name the sounds as you flip through the sound cards.

## Sound Practice: Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Before the lesson, cut several sheets of first-grade writing paper in half and write the letter pair *sh* on the top of each half-sheet at the beginning of the row.
- Say: "This is how we write the sound /sh/." Have students repeat the sound.
- Provide students with the half-sheets of first-grade writing paper.
- Model how to trace the letter pair with a finger. Then, have students trace the letter pair on their paper along with you.
- Model how to trace the letter pair with a pencil, pen, or marker while saying the sound. Then, have students practice tracing the letter pair while saying the sound.
- Have students continue to write the letter pair across the page, saying the sound while using the district handwriting techniques.
- Students can also use a marker, an eraser, and a small whiteboard.

## Word Family Reading

- Prepare a list of rhyming words with the common word ending underlined (examples: *cat*, *flat*, *scat*). Include word families that the students are familiar with. Refer to the core reading curriculum or a published resource for common word families.
- Model reading the underlined part first and then the whole word (example: "at, c-at, cat").
- Have students read the list in the same way as a group, followed by individual practice. Begin with two to three words and gradually increase as students become familiar with the routine.
- Gradually use more word lists, including at least one list with words that don't rhyme.
- Have students read each list and identify which include rhyming words.

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## Vocabulary Introduction

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**3 minutes**

- Select two new vocabulary words from the book to be read that day that are not sight words.
- Say: "Our first word today is \_\_\_\_\_. Say \_\_\_\_\_." (Students repeat.)
- Explain or act out the meaning of the word.
- Repeat the procedure with the next word.
- Some words in the book will require only a quick explanation of the meaning.

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## Daily Story Reading and Comprehension Instruction

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**15 minutes**

### Reading a New Book

- Select a decodable book of an appropriate level that aligns with the district core reading curriculum.
- Show students the cover of the book and say that a story's title usually tells who or what the story is about. Say: "The title is \_\_\_\_\_."
- Ask students what they know about what is on the cover.
- Say: "I will point to and read each word and sound." Then, show students how to track text with a finger while reading.
- Say: "I will point to a word or sound. You will tell me the word or sound." Prompt turns with a quick "your turn" or "my turn."
- During a second read, call on students to read pages individually, chorally, or with a partner. Ask a quick question to check comprehension.
- If time permits, repeat the procedure with a second decodable book.

### Graphic Organizer

- Create and make copies of a story structure poster or use a published graphic organizer.
- Lead students in a discussion about the story just read, focusing on the main story elements (characters, setting, problem, and solution).
- As story elements are discussed, have students fill in the corresponding section of their story structure poster.

### Daily Homework (Optional)

If using decodable books from a district core reading curriculum that provides reproducible black-and-white copies, make enough copies of books to send home with students to practice reading.

**DAY 4****30 minutes****Continued practice with the sound /sh/**

Component	Duration
<b>Decoding Practice</b> <ul style="list-style-type: none"> <li>• Sound Review</li> <li>• Sound Practice: Writing</li> <li>• Blending Practice</li> <li>• Word Family Reading</li> <li>• Compound and Multisyllable Words</li> </ul>	12 minutes
<b>Vocabulary Introduction</b>	3 minutes
<b>Daily Story Reading and Comprehension</b> <ul style="list-style-type: none"> <li>• Reading a New Book</li> <li>• Graphic Organizer</li> <li>• Daily Homework (Optional)</li> </ul>	15 minutes

**Materials**

- Whiteboard or chart paper
- First-grade writing paper
- Pencils
- Markers
- Index cards with new sound and past sounds
- Rhyming or word family word list
- Multisyllable word list
- Decodable books
- Graphic organizer for story structure

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## Decoding Practice

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**12 minutes**

### Sound Review

- Before the lesson, prepare a set of sound cards by writing all previously taught sounds on individual index cards. Use sound cards previously taught from the core reading curriculum, if available.
- Hold up a card. Say: "This is the letter \_\_\_\_\_. What sound does it make?"
- In group practice, have students name the sounds as you go through the sound cards.

### Sound Practice: Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Before the lesson, cut several sheets of first-grade writing paper in half and write the letter pair *sh* on the top of each half-sheet at the beginning of the row.
- Say: "This is how we write the sound /sh/." Have students repeat the sound.
- Provide students with the half-sheets of first-grade writing paper.
- Model how to trace the letter pair with a finger. Then, have students trace the letter pair on their paper along with you.
- Model how to trace the letter pair with a pencil, pen, or marker while saying the sound. Then, have students practice tracing the letter pair while saying the sound.
- Have students continue to write the letter pair across the page, saying the sound while using the district handwriting techniques.
- Students can also use a marker, an eraser, and a small whiteboard.

### Blending Practice

- Before the lesson, locate in core reading materials or prepare a sheet with CVC words that students have been introduced to in previous lessons. Begin with initial sounds from the core reading curriculum. Later, add other supporting sounds, such as medial and final sounds, that can be blended smoothly.
- Model running a finger under a word while stretching the sounds smoothly. When introducing words to blend, stretch the sounds—/ssshhhiipp/—and then say the word quickly—*ship*.
- Have students stretch the sounds smoothly while running a finger under the words on their sheet.
- Repeat the procedure for individual practice.

## Word Family Reading

- Prepare a list of rhyming words with the common word ending underlined (examples: *cat*, *flat*, *scat*). Include word families that the students are familiar with. Refer to the core reading curriculum or a published resource for common word families.
- Model reading the underlined part of a word first and then the whole word (example: "at, c-at, cat").
- Have students read the list in the same way as a group, followed by individual practice. Begin with two to three words and gradually increase as students become familiar with the routine.
- Gradually use more word lists, including at least one list with words that don't rhyme.
- Have students read each list and identify which include rhyming words.

## Compound and Multisyllable Words

- Before the lesson, prepare student sheets with two to four compound and multisyllable words from the district's core reading curriculum or from grade-level literature. Write multisyllable words broken down by syllable and then in the correct form (example: *de-pen-dent* = *dependent*).
- Explain that a compound word is two words put together for meaning (example: *doghouse* = a house for a dog).
- Cover part of a compound word (example: cover *house* in *doghouse*). Have students read the uncovered part of the word (*dog*). Then, cover the other part of the word (*dog*). Students read the uncovered part (*house*). Have students then read the whole word (*doghouse*).
- Say: "Today I will show you how to make reading long words easy."
- Model reading each syllable of a multisyllable word slowly and then reading the word quickly with a finger under the word.
- As a group, prompt students to read a multisyllable word on the student sheet in the same way.
- Repeat the procedure with the other words on the sheet for group and individual practice.

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## Vocabulary Introduction

**3 minutes**

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- Select two new vocabulary words from the book to be read that day that are not sight words.
- Say: "Our first word today is \_\_\_\_\_. Say \_\_\_\_\_." (Students repeat.)
- Explain or act out the meaning of the word.
- Repeat the procedure with the next word.
- Some words in the book will require only a quick explanation of the meaning.

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## Daily Story Reading and Comprehension Instruction **15 minutes**

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### Reading a New Book

- Select a decodable book that aligns with the district core reading curriculum.
- Show students the cover of the book and say that a story's title usually tells who or what the story is about. Say: "The title is \_\_\_\_\_."
- Ask students what they know about what is on the cover.
- Say: "I will point to and read each word and sound." Then, show students how to track text with a finger while reading.
- Say: "I will point to the word or sound. You will tell me the word or sound." Prompt turns with a quick "your turn" or "my turn."
- During a second read, call on students to read pages individually, chorally, or with a partner. Ask a quick question to check comprehension.
- If time permits, repeat the procedure with a second decodable book.

### Graphic Organizer

- Create and make copies of a story structure poster or use a published graphic organizer.
- Lead students in a discussion about the story just read, focusing on the main story elements (characters, setting, problem, and solution).
- As story elements are discussed, have students fill in the corresponding section of their story structure poster.

### Daily Homework (Optional)

If using decodable books from a district core reading curriculum that provides reproducible black-and-white copies, make enough copies of books to send home with students to practice reading.

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# Appendix: TEKS Connections

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## Texas Essential Knowledge and Skills

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The practices described in this guide align with the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) for grade 1 listed below.

### Phonemic Awareness

(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:

(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr)

(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/)

### Phonics

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) decode words in context and in isolation by applying common letter-sound correspondences, including:

(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;

(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;

(iii) consonant blends (e.g., bl, st);

(iv) consonant digraphs including ch, tch, sh, th as in thing, wh, ng, ck, kn, -dge, and ph;

(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and

(vi) vowel diphthongs including oy, oi, ou, and ow;

(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;

(C) use common syllabication to decode words, including:

(i) closed syllable (CVC) (e.g., mat, rab-bit);

(ii) open syllable (CV) (e.g., he, ba-by);

(iii) final stable syllable (e.g., ap-ple, a-ble);

(iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);

(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and

(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);



- (E) read base words with inflectional endings (e.g., plurals, past tenses);
- (F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);
- (H) identify and read at least 100 high-frequency words from a commonly used list; and
- (I) monitor accuracy of decoding.

## Comprehension Strategies

(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

- (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and
- (B) describe characters in a story and the reasons for their actions and feelings.

## Reading and Comprehension Skills

Figure 19 TAC §110.3(b)(6): Comprehension skills. Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts with adult assistance;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) create mental images to deepen understanding with adult assistance;
- (E) make connections to personal experiences, ideas in other texts, and to society with adult assistance;
- (F) make inferences and use evidence to support understanding with adult assistance;
- (G) evaluate details to determine what is most important with adult assistance;
- (H) synthesize information to create new understanding with adult assistance; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

## Vocabulary

(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);
- (C) determine what words mean from how they are used in a sentence, either heard or read.

