

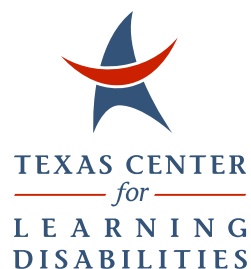
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# Second-Grade Explicit Intervention

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

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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 second-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 second-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 (TCLD) 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 2. 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
- **High-frequency word assessments** aligned with the district core reading curriculum
- **Running records of reading accuracy and error analysis** on leveled books from published resources
- **Benchmark books to check reading rate and accuracy** (used to move students into different levels of books)
- **Oral reading fluency** using a published resource (once students get to an appropriate level)

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)

## Lesson Components

Use these intervention lesson plans with small groups of students, moving through a scope and sequence of word work, text reading, and writing that aligns with the district’s core reading curriculum. The intervention is intended to be provided daily for 40 minutes.

Each day will feature one student as the Star Reader for whom the lesson is planned and individualized. The other students in the intervention will engage in the lesson through guided group and individual practice. In addition, lessons are structured to provide 5 minutes of individual assessment time for one student each day. Thus, lessons are highly influenced by ongoing assessment to meet students’ needs.

### Example of Star Reader Rotation for a Group of Five Students

Day	Lesson for	Assessment for
Monday	Star Reader 1	Star Reader 5
Tuesday	Star Reader 2	Star Reader 1
Wednesday	Star Reader 3	Star Reader 2
Thursday	Star Reader 4	Star Reader 3
Friday	Star Reader 5	Star Reader 4

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

- Working With Words (10 minutes)
- Fluency and Assessment (10 minutes)
- Daily Supported Reading (10 minutes)
- Daily Supported Writing (10 minutes)

Research-based practices within each of these components are described throughout this guide, followed by sample lesson plans.

### Structure and Organization of Intervention Lessons for Each Day

Component 1	Working With Words	10 minutes
Component 2	Two Fluency Groups (Partner Reading Among Students) One Fluency Group (Teacher With Star Reader) One Assessment Group (Previous Day’s Star Reader)	5 minutes
Component 3	Daily Supported Reading	10 minutes
Component 4	Daily Supported Writing	10 minutes

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## Working With Words (10 minutes)

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For each daily lesson, plan up to four Working With Words activities that students can complete in about 10 minutes. The word work is planned for the Star Reader (i.e., focus student) each day. The other students participate in the activities through guided group and individual practice. It is helpful for teachers to repeat the same Working With Words activities for a couple of days so students can practice the routine and master the activity.

### Syllable Clapping

- Locate pictures of different objects that have one, two, three, or four syllables. Pictures can come from a published resource and should not have any text on them.
- Say the name of the picture and then clap the syllables while saying the name. For example, say: “This picture is a box” and then clap once while saying “box” again.
- In group practice, have students practice clapping the syllables.
- Repeat the procedure with other pictures, providing group and individual practice.
- This activity can be repeated without pictures by just saying words.
- It is helpful to start with one- or two-syllable words. Students also like to clap their names.

### Stretching Words

- Identify words from the core reading curriculum. Students will listen to the word and stretch it without seeing the written word, so no word cards are necessary.
- Model how to stretch a word by saying the sounds smoothly: “Listen to me stretch the word so: /sssooo/”
- In group practice, ask students to stretch the same word by saying the sounds smoothly.
- Repeat the procedure with other words for group and individual practice.
- It is helpful to start with two- or three-letter words with sounds that can be held—such as /a/, /s/, /o/, /l/, and /m/—and then move on to longer words. Make sure you are saying the words smoothly (without chopping up the sounds) when you model how to stretch sounds.

### Elkonin Sound Boxes

- Find a reproducible copy of Elkonin sound boxes or draw boxes on paper, one box per phoneme. (For example, *she* would have two boxes, /sh/ and /e/.)
- Provide students with pennies, buttons, or flat math counters that are easy for students to slide into sound boxes.
- Model how to pronounce a word slowly, stretching out each sound while sliding a penny into each box that represents a phoneme, and then say the word quickly.



- Using the word that was just modeled, have students move a penny into a box as they pronounce the sounds of the word and then say the word quickly.
- Repeat the procedure with other words, providing group and individual practice.
- It is helpful to start with words that have two phonemes.

## Letter-Formation Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Provide paper, whiteboards, chart paper, and writing utensils to students.
- It is helpful to display a handwriting chart as a reference for students.
- Select a letter that teachers observe students have difficulty writing.
- Model how to write and form letters.
- Repeat the procedure with another letter for group and independent practice.
- Introduce only one or two new letters at a time followed by cumulative review.

## Alphabet Books and Charts

- Provide an alphabet book or use an alphabet chart from a published resource.
- Select one or two letters students can identify and up to two letters that students are confusing or whose sound they are having difficulty identifying.
- Point to the letters in a book or on a chart and ask students to provide the corresponding sound.
- Repeat the procedure with a couple of letters in group and individual practice.
- If using a reproducible alphabet chart from a published source, you can change up the activity by providing the letter sound and asking students to identify the letter.

## New Sound Introduction and Practice

- Select a new sound to introduce after assessing students on the core reading curriculum's letter-sound assessment.
- This activity can be used with individual letter sounds and letter-combination sounds.
- Write the letter(s) representing the new sound on an index card, a whiteboard, or paper, OR display the letters representing the new sound on a magnetic board.
- Model the new sound. For example: "The letter *j* says /j/, as in *jump*." Point to the letters and ask students to repeat the corresponding sound.
- Use any word that aligns with the curriculum or begins with the /j/ sound. It helps if the picture associated with the word is displayed.
- As an extension, students can practice reading words containing the letter sounds or identifying letter sounds on flashcards.

- Refer to the district handwriting guidelines for your school's style.
- Write the letter(s) for one new sound on the top of a sheet of writing paper.
- Say: "This is how we write the new sound \_\_\_\_." Have students repeat the sound.
- Have students practice writing the letters on paper or a whiteboard, in group and then independent practice.
- After a week or two, provide cumulative practice of letter sounds previously taught.

## Sounding Out Words

- Select decodable words from the core reading curriculum or from a teacher source.
- Create a list of the words on a whiteboard, chart paper, or handout.
- Model how to sound out the word by saying sounds slowly while running your finger underneath the word to demonstrate what sounds you are pronouncing. For example, say: "Watch me say the sounds slowly to sound out the word, *sssaaamm*."
- Guide students to sound out the same word with you.
- Provide independent practice with other words with short vowel sounds. After students are proficient with words with short vowel sounds, begin to practice words with long vowel sounds.
- When helping students sound out the words, refer to the phonics rules in the core reading curriculum (e.g., how to pronounce *y* at the end of words).
- If students aren't sure how to pronounce a word (e.g., whether it is pronounced with a short or long vowel sound), have students try sounding out a word both ways to figure out which way makes sense.

## High-Frequency Word Flashcards

- Select high-frequency words for the Star Reader to practice reading based on notes from anecdotal records and assessment using either a district high-frequency word list or words from the core reading curriculum (see template for making a high-frequency word assessment).
- Create flashcards for the selected words. To start, make only 15–20 flashcards. Once students have mastered a set of words, make a new set or add a few new words that students need practice reading.
- Select one word to model. Hold up the flashcard and say: "This word is \_\_\_\_\_. When you see this word, you will have to remember the word is \_\_\_\_\_ by looking at it." Ask students to repeat the word.
- Have each student read the word individually.
- Make a pile of high-frequency words, including some words students know by sight and a couple of words students are working on. As students are taught more words, the pile will grow.
- Practice the flashcards with students in groups and individually.
- Prompt students to read the whole word, not sound it out.

## Making High-Frequency Words

- Select high-frequency words for the Star Reader to practice based on anecdotal records or results from the high-frequency word assessment (see Assessment section).
- Provide magnetic letters in small plastic bags for one to two high-frequency words to make and break. (Letter tiles or small letter cards could also be used.)
- Review one of the high-frequency words with students by showing them the word and then spelling it.
- Model how to make the word with magnetic letters on a magnetic whiteboard or on the table.
- Ask students to make the word with the letters on the table or whiteboard and then read the word. Ask students to mix up the letters and make the word again.
- Repeat the procedure with another word if time allows.

## Writing High-Frequency Words

- Select high-frequency words for the Star Reader to practice based on anecdotal records or results from a high-frequency word assessment (see Assessment section).
- Use a whiteboard to review and model how to spell and write the high-frequency word.
- Give each student a whiteboard, a marker, and an eraser. Ask students to write the word and then read it.
- Have students practice saying the word as they write it six to seven times (or until you say to stop). Have students then erase the board.
- Repeat the procedure with another word if time allows.

## The Silent-e Rule in Words

- Refer to the core reading curriculum for how to teach the silent-*e* rule in words. (It is helpful to use consistent language for identifying the silent *e* at the end of words or in consonant-vowel-consonant-*e* [CVCe] words.)
- Write CVC and CVCe words on a whiteboard or display the words using magnetic letters.
- Explain the silent-*e* rule using the same wording that is in the core reading curriculum. For example, say: “When you come to small words like *hate* that have an *e* at the end, the vowel says its name most of the time.”
- Point to the silent *e* and then to the vowel to have students say the long vowel sound. Then have students read the entire word.
- Guide students to read flashcards or a word list containing CVC and CVCe words. Prompt students to look at the word, determine whether an *e* is at the end, and decide whether the vowel is short or long. Allow students time to think before shouting out an answer. Then have students read the word.
- Provide guided group and independent practice reading words.
- Once students are proficient in reading words, they can practice writing CVC words and then changing them to silent-*e* words.

## Word Sorts

- Word sorts pertaining to spellings or word families can be open or closed.
- In an **open sort**, lay out the cards and allow students to figure out the word-sort pattern.
- In a **closed sort**, select two or three different patterns that students must use to sort words into lists or piles. Letter patterns, such as *ai* and *ay*, can be written on sticky notes and placed on the table to show students where to sort the words.
- Use a published resource book that provides lists of various word sorts. Select a word sort containing letter-sound patterns that students need to practice. Make corresponding word cards or use word cards that come with the core reading curriculum.
- Tell students that they will read and sort words.
- Model word sorting with one or two word cards. Read the word, and then place it in the correct list, row, or pile. Model how to sound out a word, if needed, to show students they should not guess what the word is.
- Pass out cards to students for a closed sort. Students read the word before placing it under the correct letter-sound pattern.

## Word Pattern Charts

- Select a word pattern that corresponds to the letters or letter combinations students have been taught in a previous lesson. (Refer to published lists of word families or phonograms.)
- Prepare chart paper or paper on the wall for you and the students to write on.
- Write a word pattern, such as *th*, at the top of the chart paper and underline it. Ask students to make the /th/ sound. Write a word, such as *the* under the *th*.
- Tell students they will help think of words with the /th/ sound.
- Help students write more words with the same word pattern, assisting students with spelling.
- Read the words as a group, followed by pointing to different words for individual students to respond to for independent practice.
- During subsequent lessons, if other words with the same word pattern come up during teaching, add them to the word pattern chart.
- For cumulative review, have students read past word pattern charts in groups and individually.

## Writing Word Pattern Words

- Select words with word patterns for the Star Reader to work on during word work (example: *ar*, *ee*).
- Using a whiteboard, review the word pattern, including its sounds and spelling, and how to write a word containing that word pattern (e.g., *bar*). Say the sounds slowly while writing the word. Say the word quickly and have students repeat after you.

- Give each student a whiteboard, marker, and eraser. Ask students to write a word, like *far* or *star*, that contains the same word pattern. Have students read the word after writing it.
- If students make an error, scaffold by reteaching the word pattern spelling. Sometimes it is helpful to tell students to “think about what their mouth is doing” when they say the words as they write and spell them.
- Lead group practice with one to two more words and then give each student a different word to write for independent practice.

## Reading Multisyllable Words

- Prepare a list of compound and multisyllable words from the core reading curriculum or a published teacher resource book. This list can also include any multisyllable words that students will encounter in their text reading.
- Write a strategy for reading multisyllable words on chart paper for students to refer to during the lesson or use a strategy from the core reading curriculum.
- Model how to read a multisyllable word using the strategy. For example:
  - Look for the first word part that contains a vowel. Read the word part.
  - Look for the second word part that contains a vowel. Read the word part.
  - Read the whole word by putting the word parts together.
- Guide students in reading multisyllable words, first with compound words and then with two-syllable words for group practice.
- When students make errors, prompt them to sound out the word part and reread the word.
- Provide independent practice by having students read words individually and providing feedback.

## Writing Multisyllable Words

- Select four to five multisyllable words for students to write.
- Write a strategy on chart paper to refer to during the lesson. (Or use the core reading curriculum strategy.)
- Model the strategy.
- Clap the syllables in the word *toothbrush*.
- Say: “Watch me clap the syllables in the word *toothbrush*.” Clap the syllables.
- Emphasize the sounds of the first syllable by saying it slowly: *t-oooo-thth*. As you say the first word part, *tooth*, write the sounds on a whiteboard or paper. Ask students to say the corresponding word part.
- Say: “Watch me clap the syllables again.” (*toothbrush*) Model how to write the second part (*brush*) and ask students to say the corresponding word part.
- Ask students to read the whole word.
- For guided practice, have students write a couple of words together. Provide feedback to students.

- Provide independent practice by giving each student a different word to write independently.
- If students make errors, model several times how to clap syllables and emphasize the sounds with students. When students write sounds incorrectly, ask them whether they know another way to write the sounds or just show them the correct sounds.

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## Fluency Practice (5–10 minutes)

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Every day after word activities, the Star Reader has the opportunity to work on fluency while other students engage in partner reading.

### Partner Reading

- Place previously read books (on appropriate reading levels for students) in baskets or plastic bags.
- Model how to partner read. Each student or student pair should have a book. Sit beside one student while other students watch. Model the following types of partner reading.
  - **Sharing one book, alternating pages:** Student A reads one page in the book; Student B reads the next page. Reading continues with the two students alternating pages for the rest of the book.
  - **Different books:** Student A reads an entire book on his or her level while Student B listens and assists Student A with any errors. Student B then reads a book on his or her level while Student A listens and assists Student B with any errors.
  - **Same book, each student with a copy:** Student A reads and Student B “shadow reads” by listening and pointing to the words in his or her book. Student B prompts Student A to reread or sound out words if there are errors.
- After modeling, observe students practicing partner reading.
- Once the routine is established, partner reading occurs while the Star Reader engages in individual fluency practice with the teacher for 5 minutes or less.
- Students switch to another partner when the Star Reader’s fluency practice has ended and assessment of the Star Reader from the day before begins.

### Fluency Practice for Star Reader

- Provide individual fluency practice to the Star Reader. Model fluent reading and have the Star Reader practice reading smoothly, accurately, and with expression. (Other students partner read during this time.)
- Implement commonly used fluency strategies:
  - Echo reading while prompting the student to read smoothly
  - Reading phrases from a text while pointing out punctuation, modeling expression, and reading smoothly
  - Timed reading, in which you increase the pace as you read with students to prompt them to read faster or tell them to “make it sound like a grown-up talking”

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## Assessments (5 minutes)

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Each day, assess the previous day's Star Student. Running records should be given frequently. Other assessments can be used to monitor progress with letter sounds, high-frequency words, and reading rates as needed. Use assessment results and anecdotal records to plan lessons for each day's Star Student.

Possible assessments:

- **Letter-sound assessments** used with the district core reading curriculum
- **High-frequency word assessments** aligned with the district core reading curriculum
- **Running records of reading accuracy and error analysis** on leveled books from published resources
- **Benchmark books to check reading rate and accuracy** (used to move students into different levels of books)
- **Oral reading fluency** using a published resource (once students get to an appropriate level)

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## Daily Supported Reading of Text (10 minutes)

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After word work practice, students read leveled texts and apply and practice their word work skills. Before starting lessons, all students should be assessed with leveled benchmark books from a published resource. Teachers will need access to a leveled literacy library of books; one book per student in each group is preferred.

### Introducing a New Book

- Select a leveled book appropriate for each day's Star Reader.
- The book should be at the student's instructional level and should include three to five words to work on.
- The book should be one that the student has never seen or read before in class.
- If using a leveled chapter book, and if there is more than one student on the same reading level in a group, another student could continue reading the same book the next day.
- Provide a mixture of narrative and nonfiction books for students to read.
- Prepare for the lesson by identifying words or language in the book that may be difficult for the Star Reader.

- Briefly introduce the new book through one or two of the following strategies:
  - Preteach difficult vocabulary or irregular words on a whiteboard and explain what the words mean.
  - Set a purpose for reading (example: “We will read to find out...”) and share a couple of pictures from the book. Briefly discuss what might happen in the story.
  - Introduce a comprehension or word-reading strategy before reading and then model it with a page in the book.
  - Make a prediction about what will happen by looking at a few pages in the book.
  - Build background knowledge by asking students what they already know about the title or the subject of the book.

## Daily Reading of a New Book

- Have the Star Reader sit next to you with his or her leveled book. (At the beginning of the year, some students might need rebus books.)
- Explain that the Star Reader will read while other students follow along with their eyes, not reading aloud until told to do so. Students can point to words and follow along with the Star Reader at the beginning, but this practice should fade out as the intervention progresses. Praise students for following along.
- Prompt the Star Reader to read the book aloud. The Star Reader can read the entire book on the first read if it is short enough.
- Listen to the Star Reader and scaffold when he or she makes an error. (For example, write words students are having difficulty reading on a whiteboard so you can provide assistance with decoding.) Other students are not to shout out answers; only you should help the reader.
- On an anecdotal record form, make note of errors (e.g., incorrect words or letter sounds) while the student reads. These notes will be helpful for planning future lessons and awarding praise points after reading.
- After the Star Reader finishes, a second read begins. Have students read the book again in a format of your choosing (e.g., choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages).
- If time allows, students can reread the book a third time. You can prompt the students to read the book a little faster so it “sounds like talking.”

## Teaching Word Reading in a Text

- Select a new leveled book for the Star Reader.
- Before the lesson, prepare prompts to use when students encounter a word they don’t how to read. Some common prompts: “Do you see any letter sounds you know?” “What is the first sound?” and “Sound it out.” Refer to published reading materials for more prompts.
- Select a couple of prompts and write them on an index card for consistent use when helping struggling readers figure out words.



- Model a strategy for reading unfamiliar words.
  - Prompt students to look for letter sounds or letter combinations that they know in the word. Say: “When I get to a tricky word, I look for sounds I know. Watch me.”
  - Prompt students to slowly say sounds from left to right, reading the word correctly. You may wish to point in the book or write the word on a whiteboard.
  - Prompt students to go back to reread the sentence.
- At the end of the activity, students should be able to figure out words with little prompting from the teacher.

## Teaching Self-Monitoring While Reading

- Select a new leveled book for the Star Reader.
- Before the lesson, prepare self-monitoring prompts for students to use when they make a mistake without noticing. Some common prompts: “Does that make sense?” and “Make it match.” Refer to published reading materials for other prompts.
- Model how to monitor your own reading. Have a student read a sentence and make an intentional mistake. Prompt the student by saying: “I heard you say \_\_\_\_\_. Does that make sense?” The prompts are intended to help students think about the meaning of the sentence and to self-correct.
- Support students’ self-monitoring during reading each time a student reads and does not notice a mistake.

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## Daily Supported Writing (10 minutes)

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At the end of the lesson, students practice making a connection to the book and writing a response. The teacher helps students edit their own work so sentences are complete.

### Group Writing

- Locate a chart tablet or large whiteboard that all students can write on. Students will need markers.
- After daily reading of the new book, the Star Reader comes up with a sentence that relates to the book. Sometimes it helps if the Star Reader is asked a question to help think of a sentence. For example: “What was your favorite part of the book?” or “What happened to \_\_\_\_\_?” The sentence is then put into the student’s own words.
- All students say the sentence aloud a couple of times.
- The Star Reader begins the writing process by writing the first word on the whiteboard or chart paper.
- Next, each student takes a turn writing a word in the sentence. Scaffold while students write to ensure correct spelling and punctuation.
- When a student makes a mistake, erase or cover up the mistake with wide correction tape so the student can rewrite the letters or words.

- After the sentence is written, point to the words as the group of students reads the sentence.
- If time remains, have each student point and read the sentence independently.
- Once students are proficient with concepts of writing a sentence, move them into daily independent writing on paper or in journals.

## Individual Student Journal Writing

- Provide students with a journal, tablet, or piece of writing paper. Students can write with pencils, colored pencils, or markers. Have a small whiteboard handy to help students with spelling.
- Each day, after reading the new book, have the Star Reader come up with a sentence that relates to the book.
- Before the lesson, think of a question to ask the Star Reader or offer a sentence starter to help students think of a sentence. Questions could pertain to the following:
  - Story-structure elements
  - What happened in a certain part of the book
  - What happened after a main event.
- Have the Star Reader develop a sentence about the story.
- Have all students repeat the sentence a couple of times before they begin to write. (Every student will write the Star Reader’s sentence.)
- Monitor and scaffold as all students write the sentence. If students have difficulties, prompt students by asking: “What does the word start with?” or “Do you know the letter that makes that sound?”
- Prompt students to say sounds as they write the words to help them think about the spellings. Using a whiteboard, provide the spellings of words that are beyond what students are expected to know for second grade. Use wide correction tape to cover up errors or to rewrite letters or words so students can correct errors quickly.
- Students should repeat the sentence as they write to make sure they do not forget the words.
- When a student is finished writing, check their sentence and provide feedback to the student. Prompt students to capitalize the beginning of the sentence and put a period at the end of the sentence.
- Students who finish the sentence first can write another sentence on their own. Students can also practice writing high-frequency words on their journal page until all students have completed their writing.
- Help students who are having difficulty finishing.
- Have each student read his or her sentence independently to you.

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# Sample Lesson Plans

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# SAMPLE LESSON 1

## (Appropriate for the beginning of the year)

# 40 minutes

Component	Duration
<b>Working With Words</b> <ul style="list-style-type: none"> <li>• Alphabet Books and Charts</li> <li>• Syllable Clapping</li> <li>• Stretching Words</li> <li>• Letter-Formation Writing</li> </ul>	10 minutes
<b>Fluency Practice and Assessment</b> <ul style="list-style-type: none"> <li>• Partner Reading (Two Rounds)</li> <li>• Fluency Practice for Star Reader (During Partner Reading Round 1)</li> <li>• Assessments (During Partner Reading Round 2)</li> </ul>	10 minutes
<b>Daily Supported Reading of Text</b> <ul style="list-style-type: none"> <li>• Introducing a New Book</li> <li>• Daily Reading of a New Book</li> </ul>	10 minutes
<b>Daily Supported Writing</b> <ul style="list-style-type: none"> <li>• Group Writing</li> </ul>	10 minutes

## Materials

- Alphabet books or chart
- Pictures of objects for syllable clapping
- Writing paper
- Pencils
- Chart paper and markers
- Whiteboard with markers and eraser
- Handwriting chart (optional)
- Previously read books (for partner reading and fluency practice)
- Assessments
- New leveled book for Star Reader
- Anecdotal record form
- Correction tape

## Notes to Teachers

- Teachers can use this sample lesson plan for 3 to 5 consecutive days so that students master the routines for each activity. When doing so, teachers still need to plan a unique lesson for each day's Star Reader (e.g., using different words for stretching or clapping, selecting a book at an appropriate level).
- Teachers should have students practice switching partners when the Star Reader fluency practice has ended and it is time to begin assessment with the previous day's Star Reader.

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## Working With Words (10 minutes)

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### Alphabet Books and Charts

- Provide an alphabet book or use an alphabet chart from a published resource.
- Select one or two letters students can identify and up to two letters that students are confusing or whose sound they are having difficulty identifying.
- Point to the letters in a book or on a chart and ask students to provide the corresponding sound.
- Repeat the procedure with a couple of letters in group and individual practice.
- If using a reproducible alphabet chart from a published source, you can change up the activity by providing the letter sound and asking students to identify the letter.

### Syllable Clapping

- Locate pictures of different objects that have one, two, three, or four syllables. Pictures can come from a published resource and should not have any text on them.
- Say the name of the picture and then clap the syllables while saying the name. For example, say: "This picture is a box," and then clap once while saying "box" again.
- In group practice, have students practice clapping the syllables.
- Repeat the procedure with other pictures, providing group and individual practice.
- This activity can be repeated without pictures by just saying words.
- It is helpful to start with one- or two-syllable words. Students also like to clap their names.

### Stretching Words

- Identify words from the core reading curriculum. Students will listen to the word and stretch it without seeing the written word, so no word cards are necessary.
- Model how to stretch a word by saying the sounds smoothly: "Listen to me stretch the word so: /sssooo/"
- In group practice, ask students to stretch the same word by saying the sounds smoothly.
- Repeat the procedure with other words for group and individual practice.

- It is helpful to start with two- or three-letter words with sounds that can be held—such as /a/, /s/, /o/, /l/, and /m/—and then move on to longer words. Make sure to say the words smoothly (without chopping up the sounds) when you model how to stretch sounds.

## Letter-Formation Writing

- Refer to the district handwriting guidelines regarding the style the school uses.
- Provide paper, whiteboards, chart paper, and writing utensils to students.
- It is helpful to display a handwriting chart as a reference for students.
- Select a letter that students have difficulty writing.
- Model how to write and form letters.
- Repeat the procedure with another letter for group and independent practice.
- Introduce only one or two new letters at a time followed by cumulative review.

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## Fluency Practice and Assessment (10 minutes)

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### Partner Reading

- Place previously read books (on appropriate reading levels for students) in baskets or plastic bags.
- Model how to partner read. Each student or student pair should have a book. Sit beside one student while other students watch. Model the following types of partner reading.
  - **Sharing one book, alternating pages:** Student A reads one page in the book; Student B reads the next page in the book. Reading continues with the two students alternating pages for the rest of the book.
  - **Different books:** Student A reads an entire book on his or her level while Student B listens and assists Student A with any errors. Student B then reads a book on his or her level while Student A listens and assists Student B with any errors.
  - **Same book, each student with a copy:** Student A reads and Student B “shadow reads” by listening and pointing to the words in his or her book. Student B prompts Student A to reread or sound out words if there are errors.
- After modeling, observe students practicing partner reading.
- Once the routine is established, partner reading occurs while the Star Reader engages in individual fluency practice with you for 5 minutes or less.
- Have students switch to another partner when the Star Reader’s fluency practice has ended and assessment of the Star Reader from the day before begins.

## Fluency Practice for Star Reader

- Provide individual fluency practice to the Star Reader. Model fluent reading and have the Star Reader practice reading smoothly, accurately, and with expression. (Other students partner read during this time.)
- Implement commonly used fluency strategies:
  - Echo reading while prompting the student to read smoothly
  - Reading phrases from a text while pointing out punctuation, modeling expression, and reading smoothly
  - Timed reading, in which you increase the pace as you read to prompt the student to read faster or tell the student to “make it sound like a grown-up talking”

## Assessments

- Assess the previous day’s Star Reader on **only one** assessment. Running records should be given frequently and other assessments (e.g., letter-sound assessment, high-frequency word assessment, oral reading fluency) can be used to monitor progress as needed.
- Do not help or coach the student during an assessment. Follow assessment directions for scoring results.
- Use assessment results and anecdotal records to plan lessons for each day’s Star Student.

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## Daily Supported Reading of Text (10 minutes)

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### Introducing a New Book

- Select a leveled book appropriate for each day’s Star Reader.
- The book should be at the student’s instructional level and include three to five words to work on.
- The book should be one that the student has never seen or read before in class.
- If using a leveled chapter book, and if there is more than one student on the same reading level in a group, another student could continue reading the same book the next day.
- Provide a mixture of narrative and nonfiction books for students to read.
- Prepare by identifying words or language in the book that may be difficult for the Star Reader.
- Briefly introduce the new book through one or two of the following strategies:
  - Write difficult vocabulary or irregular words on a whiteboard and explain what the words mean.
  - Set a purpose for reading (example: “We will read to find out...”) and share a couple of pictures from the book. Briefly discuss what might happen in the story.
  - Introduce a comprehension or word-reading strategy before reading and then model it with a page in the book.
  - Make a prediction about what will happen by looking at a few pages in the book.
  - Build background knowledge by asking students what they already know about the title or the subject of the book.

## Daily Reading of a New Book

- Have the Star Reader sit next to you with his or her leveled book. (At the beginning of the year, some students might need rebus books.)
- Explain that the Star Reader will read while other students follow along with their eyes, not reading aloud until told to do so. Students can point to words and follow along with the Star Reader at the beginning, but this practice should fade out as the intervention progresses. Praise students for following along.
- Prompt the Star Reader to read the book aloud. The Star Reader can read the entire book on the first read if it is short enough.
- Listen to the Star Reader and scaffold when he or she makes an error. (For example, write words students are having difficulty reading on a whiteboard so you can provide assistance with decoding.) Other students are not to shout out answers; only you should help the reader.
- On an anecdotal record form, make note of errors (e.g., incorrect words or letter sounds) while the student reads. These notes will be helpful for planning future lessons and awarding praise points after reading.
- After the Star Reader finishes, a second read begins. Have students read the book again in a format of your choosing (e.g., choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages).
- If time allows, students can reread the book a third time. You can prompt the students to read the book a little faster so it “sounds like talking.”

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## Daily Supported Writing (10 minutes)

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### Group Writing

- Locate a chart tablet or large whiteboard that all students can write on. Students will need markers.
- After daily reading of the new book, have the Star Reader come up with a sentence that relates to the book. Sometimes it helps if the Star Reader is asked a question to help think of a sentence. For example: “What was your favorite part of the book?” or “What happened to \_\_\_\_\_?” The sentence is then put into the student’s own words.
- Have all students say the sentence aloud a couple of times.
- Have the Star Reader begin the writing process by writing the first word on the whiteboard or chart paper.
- Have each student take a turn writing a word in the sentence. Scaffold while students write to ensure correct spelling and punctuation.
- When a student makes a mistake, erase or cover up the mistake with wide correction tape so the student can rewrite the letters or words.
- After the sentence is written, point to the words as the group of students reads the sentence.



- If time remains, have each student point to and read the sentence independently.
- Once students are proficient with the concepts involved with writing a sentence, move them into daily independent writing on paper or in journals.

# SAMPLE LESSON 2

## (Appropriate for the beginning of the year)

# 40 minutes

Component	Duration
<b>Working With Words</b> <ul style="list-style-type: none"> <li>• Stretching Words</li> <li>• Elkonin Sound Boxes</li> <li>• New Sound Introduction and Practice</li> </ul>	10 minutes
<b>Fluency Practice and Assessment</b> <ul style="list-style-type: none"> <li>• Partner Reading (Two Rounds)</li> <li>• Fluency Practice for Star Reader (During Partner Reading Round 1)</li> <li>• Assessments (During Partner Reading Round 2)</li> </ul>	10 minutes
<b>Daily Supported Reading of Text</b> <ul style="list-style-type: none"> <li>• Introducing a New Book</li> <li>• Daily Reading of a New Book</li> </ul>	10 minutes
<b>Daily Supported Writing</b> <ul style="list-style-type: none"> <li>• Group Writing</li> </ul>	10 minutes

## Materials

- Elkonin sound box reproducible
- Pennies, buttons, or math counters
- Index cards
- Whiteboard with markers and eraser
- Magnetic board and letters
- Writing paper
- Pencils
- Previously read books (for partner reading and fluency practice)
- Assessments
- New leveled book for Star Reader
- Anecdotal record form
- Chart paper and markers
- Correction tape

## Notes to Teachers

- Teachers can use this sample lesson plan for 3 to 5 consecutive days so that students master the routines for each activity. When doing so, teachers still need to plan a unique lesson for each day's Star Reader (e.g., using different words for stretching or clapping, selecting a book at an appropriate level).
- Teachers should have students practice switching partners when the Star Reader fluency practice has ended and it is time to begin assessment with the previous day's Star Reader.

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## Working With Words (10 minutes)

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### Stretching Words

- Identify words from the core reading curriculum. Students will listen to the word and stretch it without seeing the written word, so no word cards are necessary.
- Model how to stretch a word by saying the sounds smoothly: "Listen to me stretch the word so: /sssooo!/"
- In group practice, ask students to stretch the same word by saying the sounds smoothly.
- Repeat the procedure with other words for group and individual practice.
- It is helpful to start with two- or three-letter words with sounds that can be held—such as /a/, /s/, /o/, /l/, and /m/—and then move on to longer words. Make sure you are saying the words smoothly (without chopping up the sounds) when you model how to stretch sounds.

### Elkonin Sound Boxes

- Find a reproducible copy of Elkonin sound boxes or draw boxes on paper, one box per phoneme. (For example, *she* would have two boxes, /sh/ and /e/.)
- Provide students with pennies, buttons, or flat math counters that are easy for students to slide into sound boxes.
- Model how to pronounce a word slowly, stretching out each sound while sliding a penny into each box that represents a phoneme, and then say the word quickly.
- Using the word that was just modeled, have students move a penny into a box as they pronounce the sounds of the word and then say the word quickly.
- Repeat the procedure with other words, providing group and individual practice.
- It is helpful to start with words that have two phonemes.

### New Sound Introduction and Practice

- Select a new sound to introduce after assessing students on the core reading curriculum's letter-sound assessment.
- This activity can be used with individual letter sounds and letter combination sounds.

- Write the letter(s) representing the new sound on an index card, a whiteboard, or paper, OR display the letters representing the new sound on a magnetic board.
- Model the new sound. For example: “The letter *j* says /j/, as in \_\_\_\_\_.” Point to the letters and ask students to repeat the corresponding sound.
- Use any word that aligns with the curriculum or begins with the /j/ sound. It helps if the picture associated with the word is displayed.
- As an extension, students can practice reading words containing the letter sounds or identifying letter sounds on flashcards.
- Refer to the district handwriting guidelines for your school’s style.
- Write the letter(s) for one new sound on the top of a sheet of writing paper.
- Say: “This is how we write the new sound \_\_\_\_.” Have students repeat the sound.
- Have students practice writing the letters on paper or a whiteboard, in group and then independent practice.
- After a week or two, provide cumulative practice of letter sounds previously taught.

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## Fluency Practice and Assessment (10 minutes)

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### Partner Reading

- Place previously read books (on appropriate reading levels for students) in baskets or plastic bags.
- Model how to partner read. Each student or student pair should have a book. Sit beside one student while other students watch. Model the following types of partner reading.
  - **Sharing one book, alternating pages:** Student A reads one page in the book; Student B reads the next page in the book. Reading continues with the two students alternating pages for the rest of the book.
  - **Different books:** Student A reads an entire book on his or her level while Student B listens and assists Student A with any errors. Student B then reads a book on his or her level while Student A listens and assists Student B with any errors.
  - **Same book, each student with a copy:** Student A reads and Student B “shadow reads” by listening and pointing to the words in his or her book. Student B prompts Student A to reread or sound out words if there are errors.
- After modeling, observe students practicing partner reading.
- Once the routine is established, partner reading occurs while the Star Reader engages in individual fluency practice with you for 5 minutes or less.
- Students switch to another partner when the Star Reader’s fluency practice has ended and assessment of the Star Reader from the day before begins.

## Fluency Practice for Star Reader

- Provide individual fluency practice to the Star Reader. Model fluent reading and have the Star Reader practice reading smoothly, accurately, and with expression. (Other students partner read during this time.)
- Implement commonly used fluency strategies:
  - Echo reading while prompting the student to read smoothly
  - Reading phrases from a text while pointing out punctuation, modeling expression, and reading smoothly
  - Timed reading, in which you increase the pace as you read to prompt the student to read faster or tell the student to “make it sound like a grown-up talking”

## Assessments

- Assess the previous day’s Star Reader on **only one** assessment. Running records should be given frequently and other assessments (e.g., letter-sound assessment, high-frequency word assessment, oral reading fluency) can be used to monitor progress as needed.
- Do not help or coach the student during an assessment. Follow assessment directions for scoring results.
- Use assessment results and anecdotal records to plan lessons for each day’s Star Student.

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## Daily Supported Reading of Text (10 minutes)

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### Introducing a New Book

- Select a leveled book appropriate for each day’s Star Reader.
- The book should be at the student’s instructional level and include three to five words to work on.
- The book should be one that the student has never seen or read before in class.
- If using a leveled chapter book, and if there is more than one student on the same reading level in a group, another student could continue reading the same book the next day.
- Provide a mixture of narrative and nonfiction books for students to read.
- Prepare by identifying words or language in the book that may be difficult for the Star Reader.
- Briefly introduce the new book through one or two of the following strategies:
  - Preteach difficult vocabulary or irregular words on a whiteboard and explain what the words mean.
  - Set a purpose for reading (example: “We will read to find out...”) and share a couple of pictures from the book. Briefly discuss what might happen in the story.
  - Introduce a comprehension or word-reading strategy before reading and then model it with a page in the book.
  - Make a prediction about what will happen by looking at a few pages in the book.
  - Build background knowledge by asking students what they already know about the title or the subject of the book.

## Daily Reading of a New Book

- Have the Star Reader sit next to you with his or her leveled book. (At the beginning of the year, some students might need rebus books.)
- Explain that the Star Reader will read while other students follow along with their eyes, not reading aloud until told to do so. Students can point to words and follow along with the Star Reader at the beginning, but this practice should fade out as the intervention progresses. Praise students for following along.
- Prompt the Star Reader to read the book aloud. The Star Reader can read the entire book on the first read if it is short enough.
- Listen to the Star Reader and scaffold when he or she makes an error. (For example, write words students are having difficulty reading on a whiteboard so you can provide assistance with decoding.) Other students are not to shout out answers; only you should help the reader.
- On an anecdotal record form, make note of errors (e.g., incorrect words or letter sounds) while the student reads. These notes will be helpful for planning future lessons and awarding praise points after reading.
- After the Star Reader finishes, a second read begins. Have students read the book again in a format of your choosing (e.g., choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages).
- If time allows, students can reread the book a third time. You can prompt the students to read the book a little faster so it “sounds like talking.”

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## Daily Supported Writing (10 minutes)

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### Group Writing

- Locate a chart tablet or large whiteboard that all students can write on. Students will need markers.
- After daily reading of the new book, the Star Reader comes up with a sentence that relates to the book. Sometimes it helps if the Star Reader is asked a question to help think of a sentence. For example: “What was your favorite part of the book?” or “What happened to \_\_\_\_\_?” The sentence is then put into the student’s own words.
- All students say the sentence aloud a couple of times.
- The Star Reader begins the writing process by writing the first word on the whiteboard or chart paper.
- Next, each student takes a turn writing a word in the sentence. Scaffold while students write to ensure correct spelling and punctuation.
- When a student makes a mistake, erase or cover up the mistake with wide correction tape so the student can rewrite the letters or words.
- After the sentence is written, point to the words as the group of students reads the sentence.

- If time remains, have each student point to and read the sentence independently.
- Once students understand the concepts of writing a sentence, move them into daily independent writing on paper or in journals.

# SAMPLE LESSON 3

## (Appropriate for the middle of the year)

# 40 minutes

Component	Duration
<b>Working With Words</b> <ul style="list-style-type: none"> <li>• New Sound Introduction and Practice</li> <li>• Sounding Out Words</li> <li>• High-Frequency Word Flashcards</li> </ul>	10 minutes
<b>Fluency and Assessment</b> <ul style="list-style-type: none"> <li>• Partner Reading (Two Rounds)</li> <li>• Fluency Practice for Star Reader (During Partner Reading Round 1)</li> <li>• Assessments (During Partner Reading Round 2)</li> </ul>	10 minutes
<b>Daily Supported Reading of Text</b> <ul style="list-style-type: none"> <li>• Introducing a New Book</li> <li>• Daily Reading of a New Book</li> <li>• Teaching Word Reading in a Text</li> </ul>	10 minutes
<b>Daily Supported Writing</b> <ul style="list-style-type: none"> <li>• Group Writing</li> </ul>	10 minutes

## Materials

- Index cards
- Whiteboard with markers and eraser
- Magnetic board and letters
- Writing paper
- Pencils
- List of decodable words for students to sound out
- High-frequency word flashcards (15–20)
- Previously read books (for partner reading and fluency practice)
- Assessments
- New leveled book for Star Reader
- Anecdotal record form
- Chart paper and markers
- Correction tape



## Notes to Teachers

- Teachers can use this sample lesson plan for 3 to 5 consecutive days so that students master the routines for each activity. When doing so, teachers still need to plan a unique lesson for each day's Star Reader (e.g., using different words for stretching or clapping, selecting a book at an appropriate level).
- Teachers should have students practice switching partners when the Star Reader fluency practice has ended and it is time to begin assessment with the previous day's Star Reader.

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## Working With Words (10 minutes)

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### New Sound Introduction and Practice

- Select a new sound to introduce after assessing students on the core reading curriculum's letter-sound assessment.
- This activity can be used with individual letter sounds and letter-combination sounds.
- Write the letter(s) representing the new sound on an index card, a whiteboard, or paper, OR display the letters representing the new sound on a magnetic board.
- Model the new sound. For example: "The letter *j* says /j/, as in \_\_\_\_\_." Point to the letters and ask students to repeat the corresponding sound.
- Use any word that aligns with the curriculum or begins with the /j/ sound. It helps if the picture associated with the word is displayed.
- As an extension, students can practice reading words containing the letter sounds or identifying letter sounds on flashcards.
- Refer to the district handwriting guidelines for your school's style.
- Write the letter(s) for one new sound on the top of a sheet of writing paper.
- Say: "This is how we write the new sound \_\_\_\_." Have students repeat the sound.
- Have students practice writing the letters on paper or a whiteboard, in group and then independent practice.
- After a week or two, provide cumulative practice of letter sounds previously taught.

### Sounding Out Words

- Select decodable words from the core reading curriculum or from another source.
- Create a list of the words on a whiteboard, chart paper, or handout.
- Model how to sound out the word by saying sounds slowly while running your finger underneath the word to demonstrate what sounds you are pronouncing. For example, say: "Watch me say the sounds slowly to sound out the word, *sssaaamm*."
- Guide students to sound out the same word with you.

- Provide independent practice with other words with short vowel sounds. After students are proficient with words with short vowel sounds, you can begin to practice words with long vowel sounds.
- When helping students sound out the words, refer to the phonics rules in the core reading curriculum (e.g., how to pronounce *y* at the end of words).
- If students aren't sure how to pronounce a word (e.g., whether it is pronounced with a short or long vowel sound), have students try sounding a word out both ways to figure out which way makes sense.

## High-Frequency Word Flashcards

- Select high-frequency words for the Star Reader to practice reading based on notes from anecdotal records and assessment using either a district high-frequency word list or words from the core reading curriculum (see template for making a high-frequency word assessment).
- Create flashcards for the selected words. To start, make only 15–20 flashcards. Once students have mastered a set of words, make a new set or add a few new words that students need practice reading.
- Select one word to model. Hold up the flashcard and say: "This word is \_\_\_\_\_. When you see this word, you will have to remember the word is \_\_\_\_\_ by looking at it." Ask students to repeat the word.
- Have each student read the word individually.
- Make a pile of high-frequency words, including some words students know by sight and a couple of words students are working on. As students are taught more words, the pile will grow.
- Practice the flashcards with students in groups and individually.
- Prompt students to read the whole word, not sound it out.

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## Fluency Practice and Assessment (10 minutes)

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### Partner Reading

- Place previously read books (on appropriate reading levels for students) in baskets or plastic bags.
- Model how to partner read. Each student or student pair should have a book. Sit beside one student while other students watch. Model the following types of partner reading.
  - **Sharing one book, alternating pages:** Student A reads one page in the book; Student B reads the next page in the book. Reading continues with the two students alternating pages for the rest of the book.
  - **Different books:** Student A reads an entire book on his or her level while Student B listens and assists Student A with any errors. Student B then reads a book on his or her level while Student A listens and assists Student B with any errors.
  - **Same book, each student with a copy:** Student A reads and Student B "shadow reads" by listening and pointing to the words in his or her book. Student B prompts Student A to reread or sound out words if there are errors.

- After modeling, observe students practicing partner reading.
- Once the routine is established, partner reading occurs while the Star Reader engages in individual fluency practice with you for 5 minutes or less.
- Have students switch to another partner when the Star Reader's fluency practice has ended and assessment of the Star Reader from the day before begins.

## Fluency Practice for Star Reader

- Provide individual fluency practice to the Star Reader. Model fluent reading and have the Star Reader practice reading smoothly, accurately, and with expression. (Other students partner read during this time.)
- Implement commonly used fluency strategies:
  - Echo reading while prompting the student to read smoothly
  - Reading phrases from a text while pointing out punctuation, modeling expression, and reading smoothly
  - Timed reading, in which you increase the pace as you read to prompt the student to read faster or tell the student to “make it sound like a grown-up talking”

## Assessments

- Assess the previous day's Star Reader on **only one** assessment. Running records should be given frequently and other assessments (e.g., letter-sound assessment, high-frequency word assessment, oral reading fluency) can be used to monitor progress as needed.
- Do not help or coach the student while giving an assessment. Follow assessment directions for scoring results.
- Use assessment results and anecdotal records to plan lessons for each day's Star Student.

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## Daily Supported Reading of Text (10 minutes)

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### Introducing a New Book

- Select a leveled book appropriate for each day's Star Reader.
- The book should be at the student's instructional level and include three to five words to work on.
- The book should be one that the student has never seen or read before in class.
- If using a leveled chapter book, and if there is more than one student on the same reading level in a group, another student could continue reading the same book the next day.
- Provide a mixture of narrative and nonfiction books for students to read.
- Prepare for the lesson by identifying words or language in the book that may be difficult for the Star Reader.

- Briefly introduce the new book through one or two of the following strategies:
  - Preteach difficult vocabulary or irregular words on a whiteboard and explain what the words mean.
  - Set a purpose for reading (example: “We will read to find out...”) and share a couple of pictures from the book. Briefly discuss what might happen in the story.
  - Introduce a comprehension or word-reading strategy before reading and then model it with a page in the book.
  - Make a prediction about what will happen by looking at a few pages in the book.
  - Build background knowledge by asking students what they already know about the title or the subject of the book.

## Daily Reading of a New Book

- Have the Star Reader sit next to you with his or her leveled book. (At the beginning of the year, some students might need rebus books.)
- Explain that the Star Reader will read while other students follow along with their eyes, not reading aloud until told to do so. Students can point to words and follow along with the Star Reader at the beginning, but this practice should fade out as the intervention progresses. Praise students for following along.
- Prompt the Star Reader to read the book aloud. The Star Reader can read the entire book on the first read if it is short enough.
- Listen to the Star Reader and scaffold when he or she makes an error. (For example, write words students are having difficulty reading on a whiteboard so you can provide assistance with decoding.) Other students are not to shout out answers; only you should help the reader.
- On an anecdotal record form, make note of errors (e.g., incorrect words or letter sounds) while the student reads. These notes will be helpful for planning future lessons and awarding praise points after reading.
- After the Star Reader finishes, a second read begins. Have students read the book again in a format of your choosing (e.g., choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages).
- If time allows, students can reread the book a third time. You can prompt the students to read the book a little faster so it “sounds like talking.”

## Teaching Word Reading in a Text

- Select a new leveled book for the Star Reader.
- Before the lesson, prepare prompts to use when students encounter a word they don’t how to read. Some common prompts: “Do you see any letter sounds you know?” “What is the first sound?” and “Sound it out.” Refer to published reading materials for more prompts.
- Select a couple of prompts and write them on an index card for consistent use when helping struggling readers figure out words.

- Model a strategy for reading unfamiliar words.
  - Prompt students to look for letter sounds or letter combinations that they know in the word. Say: “When I get to a tricky word, I look for sounds I know. Watch me.”
  - Prompt students to slowly say sounds from left to right, reading the word correctly. You may wish to point in the book or write the word on a whiteboard.
  - Prompt students to go back to reread the sentence.
- At the end of the activity, students should be able to figure out words with little prompting from the teacher.

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## Daily Supported Writing (10 minutes)

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### Group Writing

- Locate a chart tablet or large whiteboard that all students can write on. Students will need markers.
- After daily reading of the new book, the Star Reader comes up with a sentence that relates to the book. Sometimes it helps if the Star Reader is asked a question to help him or her think of a sentence. For example: “What was your favorite part of the book?” or “What happened to \_\_\_\_\_?” The sentence is then put into the student’s own words.
- All students say the sentence aloud a couple of times.
- The Star Reader begins the writing process by writing the first word on the whiteboard or chart paper.
- Next, each student takes a turn writing a word in the sentence. Scaffold while students write to ensure correct spelling and punctuation.
- When a student makes a mistake, erase or cover up the mistake with wide correction tape so the student can rewrite the letters or words.
- After the sentence is written, point to the words as the group of students reads the sentence.
- If time remains, have each student point to and read the sentence independently.
- Once students understand the concepts of writing a sentence, move them into daily independent writing on paper or in journals.

# SAMPLE LESSON 4

## (Appropriate for the middle of the year)

# 40 minutes

Component	Duration
<b>Working With Words</b> <ul style="list-style-type: none"> <li>• Making High-Frequency Words</li> <li>• Writing High-Frequency Words</li> <li>• The Silent e Rule in Words</li> </ul>	10 minutes
<b>Fluency Practice and Assessment</b> <ul style="list-style-type: none"> <li>• Partner Reading (Two Rounds)</li> <li>• Fluency Practice for Star Reader (During Partner Reading Round 1)</li> <li>• Assessments (During Partner Reading Round 2)</li> </ul>	10 minutes
<b>Daily Supported Reading of Text</b> <ul style="list-style-type: none"> <li>• Introducing a New Book</li> <li>• Daily Reading of a New Book</li> <li>• Teaching Word Reading in a Text</li> </ul>	10 minutes
<b>Daily Supported Writing</b> <ul style="list-style-type: none"> <li>• Individual Student Journal Writing</li> </ul>	10 minutes

## Materials

- List of high-frequency words
- Magnetic board and letters
- Whiteboards, markers, and erasers (one set for each student)
- Flashcards or handouts with CVCe words
- Previously read books (for partner reading and fluency practice)
- Assessments
- New leveled book for Star Reader
- Anecdotal record form
- Student journals or sheets of writing paper
- Pencils or markers

## Notes to Teachers

- Teachers can use this sample lesson plan for 3 to 5 consecutive days so that students master the routines for each activity. When doing so, teachers still need to plan a unique lesson for each day's Star Reader (e.g., using different words for stretching or clapping, selecting a book at an appropriate level).
- Teachers should have students practice switching partners when the Star Reader fluency practice has ended and it is time to begin assessment with the previous day's Star Reader.

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## Working With Words (10 minutes)

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### Making High-Frequency Words

- Select high-frequency words for the Star Reader to practice based on anecdotal records or results from the high-frequency word assessment (see assessment section).
- Provide magnetic letters in small plastic bags for one to two high-frequency words to make and break. (Letter tiles or small letter cards could also be used.)
- Review one of the high-frequency words with students by showing them the word and then spelling it.
- Model how to make the word with magnetic letters on a magnetic whiteboard or on the table.
- Ask students to make the word with the letters on the table or whiteboard and then read the word. Ask students to mix up the letters and make the word again.
- Repeat the procedure with another word if time allows.

### Writing High-Frequency Words

- Select high-frequency words for the Star Reader to practice based on anecdotal records or results from a high-frequency word assessment (see Assessment section).
- Use a whiteboard to review and model how to spell and write the high-frequency word.
- Give each student a whiteboard, a marker, and an eraser. Ask students to write the word and then read it.
- Have students practice saying the word as they write it six to seven times (or until you say to stop). Have students then erase the board.
- Repeat the procedure with another word if time allows.

### The Silent-e Rule in Words

- Refer to the core reading curriculum for how to teach the silent-e rule in words. (It is helpful to use consistent language for identifying the silent *e* at the end of words or in CV*Ce* words.)
- Write CVC and CV*Ce* words on a whiteboard or display the words using magnetic letters.
- Explain the silent-e rule using the same wording that is in the core reading curriculum. For example, say: "When you come to small words like *hate* that have an *e* at the end, the vowel says its name most of the time."

- Point to the silent *e* and then to the vowel to have students say the long vowel sound. Then have students read the entire word.
- Guide students to read flashcards or a word list containing CVC and CVCe words. Prompt students to look at the word, determine whether an *e* is at the end of the word, and decide whether the vowel is short or long. Allow students time to think before shouting out an answer. Then have students read the word.
- Provide guided group and independent practice reading words.
- Once students are proficient in reading words, they can practice writing CVC words and then changing them to silent-*e* words.

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## Fluency Practice and Assessment (10 minutes)

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### Partner Reading

- Place previously read books (on appropriate reading levels for students) in baskets or plastic bags.
- Model how to partner read. Each student or student pair should have a book. Sit beside one student while other students watch. Model the following types of partner reading.
  - **Sharing one book, alternating pages:** Student A reads one page in the book; Student B reads the next page. Reading continues with the two students alternating pages for the rest of the book.
  - **Different books:** Student A reads an entire book on his or her level while Student B listens and assists Student A with any errors. Student B then reads a book on his or her level while Student A listens and assists Student B with any errors.
  - **Same book, each student with a copy:** Student A reads and Student B “shadow reads” by listening and pointing to the words in his or her book. Student B prompts Student A to reread or sound out words if there are errors.
- After modeling, observe students practicing partner reading.
- Once the routine is established, partner reading occurs while the Star Reader engages in individual fluency practice with the teacher for 5 minutes or less.
- Students switch to another partner when the Star Reader’s fluency practice has ended and assessment of the Star Reader from the day before begins.

### Fluency Practice for Star Reader

- Provide individual fluency practice to the Star Reader. Model fluent reading and have the Star Reader practice reading smoothly, accurately, and with expression. (Other students partner read during this time.)
- Implement commonly used fluency strategies:
  - Echo reading while prompting the student to read smoothly
  - Reading phrases from a text while pointing out punctuation, modeling expression, and reading smoothly
  - Timed reading, in which you increase the pace as you read to prompt the student to read faster or tell the student to “make it sound like a grown-up talking”



## Assessments

- Assess the previous day's Star Reader on **only one** assessment. Running records should be given frequently and other assessments (e.g., letter-sound assessment, high-frequency word assessment, oral reading fluency) can be used to monitor progress as needed.
- Do not help or coach the student while giving an assessment. Follow assessment directions for scoring results.
- Use assessment results and anecdotal records to plan lessons for each day's Star Student.

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## Daily Supported Reading of Text (10 minutes)

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### Introducing a New Book

- Select a leveled book appropriate for each day's Star Reader.
- The book should be at the student's instructional level and include three to five words to work on.
- The book should be one that the student has never seen or read before in class.
- If using a leveled chapter book, and if there is more than one student on the same reading level in a group, another student could continue reading the same book the next day.
- Provide a mixture of narrative and nonfiction books for students to read.
- Prepare for the lesson by identifying words or language in the book that may be difficult for the Star Reader.
- Briefly introduce the new book through one or two of the following strategies:
  - Preteach difficult vocabulary or irregular words on a whiteboard and explain what the words mean.
  - Set a purpose for reading (example: "We will read to find out...") and share a couple of pictures from the book. Briefly discuss what might happen in the story.
  - Introduce a comprehension or word-reading strategy before reading and then model it with a page in the book.
  - Make a prediction about what will happen by looking at a few pages in the book.
  - Build background knowledge by asking students what they already know about the title or the subject of the book.

### Daily Reading of a New Book

- Have the Star Reader sit next to you with his or her leveled book. (At the beginning of the year, some students might need rebus books.)
- Explain that the Star Reader will read while other students follow along with their eyes, not reading aloud until told to do so. Students can point to words and follow along with the Star Reader at the beginning, but this practice should fade out as the intervention progresses. Praise students for following along.

- Prompt the Star Reader to read the book aloud. The Star Reader can read the entire book on the first read if it is short enough.
- Listen to the Star Reader and scaffold when he or she makes an error. (For example, write words students are having difficulty reading on a whiteboard so you can provide assistance with decoding.) Other students are not to shout out answers; only you should help the reader.
- On an anecdotal record form, make note of errors (e.g., incorrect words or letter sounds) while the student reads. These notes will be helpful for planning future lessons and awarding praise points after reading.
- After the Star Reader finishes, a second read begins. Have students read the book again in a format of your choosing (e.g., choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages).
- If time allows, students can reread the book a third time. You can prompt the students to read the book a little faster so it “sounds like talking.”

### Teaching Word Reading in a Text

- Select a new leveled book for the Star Reader.
- Before the lesson, prepare prompts to use when students encounter a word they don't how to read. Some common prompts: “Do you see any letter sounds you know?” “What is the first sound?” and “Sound it out.” Refer to published reading materials for more prompts.
- Select a couple of prompts and write them on an index card for consistent use when helping struggling readers figure out words.
- Model a strategy for reading unfamiliar words.
  - Prompt students to look for letter sounds or letter combinations that they know in the word. Say: “When I get to a tricky word, I look for sounds I know. Watch me.”
  - Prompt students to slowly say sounds from left to right, reading the word correctly. You may wish to point in the book or write the word on a whiteboard.
  - Prompt students to go back to reread the sentence.
- At the end of the activity, students should be able to figure out words with little prompting from you.

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## Daily Supported Writing (10 minutes)

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### Individual Student Journal Writing

- Provide students with a journal, tablet, or piece of writing paper. Students can write with pencils, colored pencils, or markers. Have a small whiteboard handy to help students with spelling.
- Each day, after reading the new book, have the Star Reader come up with a sentence that relates to the book.

- Before the lesson, think of a question to ask the Star Reader or offer a sentence starter to help think of a sentence. Questions could pertain to the following:
  - Story structure
  - What happened in a certain part of the book
  - What happened after a main event.
- Have the Star Reader develop his or her sentence about the story.
- Have all students repeat the sentence a couple of times before they begin to write. (Every student will write the Star Reader’s sentence.)
- Monitor and scaffold as all students write the sentence. If students have difficulties, prompt students by asking: “What does the word start with?” or “Do you know the letter that makes that sound?”
- Prompt students to say sounds as they write the words to help them think about the spellings. Using a whiteboard, provide the spellings of words that are beyond what students are expected to know for second grade. Use wide correction tape to cover up errors or to rewrite letters or words so students can correct errors quickly.
- Have students repeat the sentence as they write to make sure they do not forget the words.
- When students finish writing, check their sentence and provide feedback. Prompt students to capitalize the beginning of the sentence and put a period at the end of the sentence.
- Students who finish the sentence first can write another sentence independently. Students can also practice writing high-frequency words on their journal page until all students have completed their writing.
- Help students who are having difficulty finishing.
- Have each student read his or her sentence independently to you.

# SAMPLE LESSON 5

## (Appropriate for the middle of the year)

# 40 minutes

Component	Duration
<b>Working With Words</b> <ul style="list-style-type: none"> <li>• New Sound Introduction and Practice</li> <li>• High-Frequency Word Flashcards</li> <li>• Word Sorts</li> <li>• Word Pattern Charts</li> </ul>	10 minutes
<b>Fluency Practice and Assessment</b> <ul style="list-style-type: none"> <li>• Partner Reading (Two Rounds)</li> <li>• Fluency Practice for Star Reader (During Partner Reading Round 1)</li> <li>• Assessments (During Partner Reading Round 2)</li> </ul>	10 minutes
<b>Daily Supported Reading of Text</b> <ul style="list-style-type: none"> <li>• Introducing a New Book</li> <li>• Daily Reading of a New Book</li> <li>• Teaching Word Reading in a Text</li> </ul>	10 minutes
<b>Daily Supported Writing</b> <ul style="list-style-type: none"> <li>• Individual Student Journal Writing</li> </ul>	10 minutes

## Materials

- Index cards
- Whiteboard or chart paper and markers
- Magnetic board and letters
- Writing paper and pencils
- High-frequency word flashcards (15–20)
- Cards for word sort
- Sticky notes
- Previously read books (for partner reading and fluency practice)
- Assessments
- New leveled book for Star Reader
- Anecdotal record form
- Student journals or sheets of writing paper

## Notes to Teachers

- Teachers can use this sample lesson plan for 3 to 5 consecutive days so that students master the routines for each activity. When doing so, teachers still need to plan a unique lesson for each day's Star Reader (e.g., using different words for stretching or clapping, selecting a book at an appropriate level).
- Teachers should have students practice switching partners when the Star Reader fluency practice has ended and it is time to begin assessment with the previous day's Star Reader.

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## Working With Words (10 minutes)

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### New Sound Introduction and Practice

- Select a new sound to introduce after assessing students on the core reading curriculum's letter-sound assessment.
- This activity can be used with individual letter sounds and letter-combination sounds.
- Write the letter(s) representing the new sound on an index card, a whiteboard, or paper, OR display the letters representing the new sound on a magnetic board.
- Model the new sound. For example: "The letter *j* says /j/, as in \_\_\_\_\_." Point to the letters and ask students to repeat the corresponding sound.
- Use any word that aligns with the curriculum or begins with the /j/ sound. It helps if the picture associated with the word is displayed.
- As an extension, students can practice reading words containing the letter sounds or identifying letter sounds on flashcards.
- Refer to the district handwriting guidelines for your school's style.
- Write the letter(s) for one new sound on the top of a sheet of writing paper.
- Say: "This is how we write the new sound \_\_\_\_\_." Have students repeat the sound.
- Have students practice writing the letters on paper or a whiteboard, in group and then independent practice.
- After a week or two, provide cumulative practice of letter sounds previously taught.

### High-Frequency Word Flashcards

- Select high-frequency words for the Star Reader to practice reading based on notes from anecdotal records and assessment using either a district high-frequency word list or words from the core reading curriculum (see template for making a high-frequency word assessment).
- Create flashcards for the selected words. To start, make only 15–20 flashcards. Once students have mastered a set of words, make a new set or add a few new words that students need practice reading.
- Select one word to model. Hold up the flashcard and say: "This word is \_\_\_\_\_. When you see this word, you will have to remember the word is \_\_\_\_\_ by looking at it." Have students repeat the word.

- Have each student read the word individually.
- Make a pile of high-frequency words, including some words students know by sight and a couple of words students are working on. As students are taught more words, the pile will grow.
- Practice the flashcards with students in groups and individually.
- Prompt students to read the whole word, not sound it out.

## Word Sorts

- Word sorts pertaining to spellings or word families can be open or closed.
- In an **open sort**, lay out the cards and allow students to figure out the word-sort pattern.
- In a **closed sort**, select two or three different patterns that students must use to sort words into lists or piles. Letter patterns, such as *ai* and *ay*, can be written on sticky notes and placed on the table to show students where to sort the words.
- Use a published resource book that provides lists of various word sorts. Select a word sort containing letter-sound patterns that students need to practice. Make corresponding word cards or use word cards that come with the core reading curriculum.
- Tell students that they will read and sort words.
- Model word sorting with one or two word cards. Read the word, and then place it in the correct list, row, or pile. Model how to sound out a word, if needed, to show students they should not guess what the word is.
- Pass out cards to students for a closed sort. Have students read the word before placing it under the correct letter-sound pattern.

## Word Pattern Charts

- Select a word pattern that corresponds to the letters or letter combinations students have been taught in a previous lesson. (Refer to published lists of word families or phonograms.)
- Prepare chart paper or paper on the wall for you and the students to write on.
- Write a word pattern, such as *th*, at the top of the chart paper and underline it. Ask students to make the /th/ sound. Write a word with the sound, such as *the*, under the *th*.
- Tell students they will help think of words with the /th/ sound.
- Help students write more words with the same word pattern, assisting students with spelling.
- Read the words as a group and then point to different words for individual students to respond to for independent practice.
- During subsequent lessons, if other words with the same word pattern come up during teaching, add them to the word pattern chart.
- For cumulative review, have students read past word pattern charts in groups and individually.

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## Fluency Practice and Assessment (10 minutes)

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### Partner Reading

- Place previously read books (on appropriate reading levels for students) in baskets or plastic bags.
- Model how to partner read. Each student or student pair should have a book. Sit beside one student while other students watch. Model the following types of partner reading.
  - **Sharing one book, alternating pages:** Student A reads one page in the book; Student B reads the next page. Reading continues with the two students alternating pages for the rest of the book.
  - **Different books:** Student A reads an entire book on his or her level while Student B listens and assists Student A with any errors. Student B then reads a book on his or her level while Student A listens and assists Student B with any errors.
  - **Same book, each student with a copy:** Student A reads and Student B “shadow reads” by listening and pointing to the words in his or her book. Student B prompts Student A to reread or sound out words if there are errors.
- After modeling, observe students practicing partner reading.
- Once the routine is established, partner reading occurs while the Star Reader engages in individual fluency practice with you for 5 minutes or less.
- Have students switch to another partner when the Star Reader’s fluency practice has ended and assessment of the Star Reader from the day before begins.

### Fluency Practice for Star Reader

- Provide individual fluency practice to the Star Reader. Model fluent reading and have the Star Reader practice reading smoothly, accurately, and with expression. (Have other students partner read during this time.)
- Implement commonly used fluency strategies:
  - Echo reading while prompting the student to read smoothly
  - Reading phrases from a text while pointing out punctuation, modeling expression, and reading smoothly
  - Timed reading, in which you increase the pace as you read to prompt the student to read faster or tell the student to “make it sound like a grown-up talking”

### Assessments

- Assess the previous day’s Star Reader on **only one** assessment. Running records should be given frequently and other assessments (e.g., letter-sound assessment, high-frequency word assessment, oral reading fluency) can be used to monitor progress as needed.
- Do not help or coach the student while giving an assessment. Follow assessment directions for scoring results.
- Use assessment results and anecdotal records to plan lessons for each day’s Star Student.

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## Daily Supported Reading of Text (10 minutes)

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### Introducing a New Book

- Select a leveled book appropriate for each day's Star Reader.
- The book should be at the student's instructional level and include three to five words to work on.
- The book should be one that the student has never seen or read before in class.
- If using a leveled chapter book, and if there is more than one student on the same reading level in a group, another student could continue reading the same book the next day.
- Provide a mixture of narrative and nonfiction books for students to read.
- Prepare for the lesson by identifying words or language in the book that may be difficult for the Star Reader.
- Briefly introduce the new book through one or two of the following strategies:
  - Preteach difficult vocabulary or irregular words on a whiteboard and explain what the words mean.
  - Set a purpose for reading (example: "We will read to find out...") and share a couple of pictures from the book. Briefly discuss what might happen in the story.
  - Introduce a comprehension or word-reading strategy before reading and then model it with a page in the book.
  - Make a prediction about what will happen by looking at a few pages in the book.
  - Build background knowledge by asking students what they already know about the title or the subject of the book.

### Daily Reading of a New Book

- Have the Star Reader sit next to you with his or her leveled book. (At the beginning of the year, some students might need rebus books.)
- Explain that the Star Reader will read while other students follow along with their eyes, not reading aloud until told to do so. Students can point to words and follow along with the Star Reader at the beginning, but this practice should fade out as the intervention progresses. Praise students for following along.
- Prompt the Star Reader to read the book aloud. The Star Reader can read the entire book on the first read if it is short enough.
- Listen to the Star Reader and scaffold when he or she makes an error. (For example, write words students are having difficulty reading on a whiteboard so you can provide assistance with decoding.) Other students are not to shout out answers; only you should help the reader.
- On an anecdotal record form, make note of errors (e.g., incorrect words or letter sounds) while the student reads. These notes will be helpful for planning future lessons and awarding praise points after reading.



- After the Star Reader finishes, a second read begins. Have students read the book again in a format of your choosing (e.g., choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages).
- If time allows, students can reread the book a third time. You can prompt the students to read the book a little faster so it “sounds like talking.”

## Teaching Word Reading in a Text

- Select a new leveled book for the Star Reader.
- Before the lesson, prepare prompts to use when students encounter a word they don't how to read. Some common prompts: “Do you see any letter sounds you know?” “What is the first sound?” and “Sound it out.” Refer to published reading materials for more prompts.
- Select a couple of prompts and write them on an index card for consistent use when helping struggling readers figure out words.
- Model a strategy for reading unfamiliar words.
  - Prompt students to look for letter sounds or letter combinations that they know in the word. Say: “When I get to a tricky word, I look for sounds I know. Watch me.”
  - Prompt students to slowly say sounds from left to right, reading the word correctly. You may wish to point in the book or write the word on a whiteboard.
  - Prompt students to go back to reread the sentence.
- At the end of the activity, students should be able to figure out words with little prompting from you.

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## Daily Supported Writing (10 minutes)

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### Individual Student Journal Writing

- Provide students with a journal, tablet, or piece of writing paper. Students can write with pencils, colored pencils, or markers. Have a small whiteboard handy to help students with spelling.
- Each day, after reading the new book, have the Star Reader come up with a sentence that relates to the book.
- Before the lesson, think of a question to ask the Star Reader or offer a sentence starter to help students think of a sentence. Questions could pertain to the following:
  - Story structure
  - What happened in a certain part of the book
  - What happened after a main event
- Have the Star Reader develop his or her sentence about the story.
- Have all students repeat the sentence a couple of times before they begin to write. (Every student will write the Star Reader's sentence.)

- Monitor and scaffold as all students write the sentence. If students have difficulties, prompt students by asking: “What does the word start with?” or “Do you know the letter that makes that sound?”
- Prompt students to say sounds as they write the words to help them think about the spellings. Using a whiteboard, provide the spellings of words that are beyond what students are expected to know for second grade. Use wide correction tape to cover up errors or to rewrite letters or words so students can correct errors quickly.
- Have students repeat the sentence as they write to make sure they do not forget the words.
- When a student is finished writing, check the sentence and provide feedback. Prompt students to capitalize the beginning of the sentence and put a period at the end of the sentence.
- Students who finish the sentence first can write another sentence on their own. Students can also practice writing high-frequency words on their journal page until all students have completed their writing.
- Help students who are having difficulty finishing.
- Have each student read his or her sentence independently to you.

# SAMPLE LESSON 6

## (Appropriate for the end of the year)

# 40 minutes

Component	Duration
<b>Working With Words</b> <ul style="list-style-type: none"> <li>• Reading Multisyllable Words</li> <li>• Writing Multisyllable Words</li> <li>• Writing High-Frequency Words</li> </ul>	10 minutes
<b>Fluency Practice and Assessment</b> <ul style="list-style-type: none"> <li>• Partner Reading (Two Rounds)</li> <li>• Fluency Practice for Star Reader (During Partner Reading Round 1)</li> <li>• Assessments (During Partner Reading Round 2)</li> </ul>	10 minutes
<b>Daily Supported Reading of Text</b> <ul style="list-style-type: none"> <li>• Daily Reading of a New Book</li> <li>• Teaching Word Reading in a Text</li> <li>• Teaching Self-Monitoring While Reading</li> </ul>	10 minutes
<b>Daily Supported Writing</b> <ul style="list-style-type: none"> <li>• Individual Student Journal Writing</li> </ul>	10 minutes

## Materials

- List of compound and multisyllable words
- Chart paper with written reading strategy
- List of high-frequency words
- Whiteboard or chart paper
- Index cards
- Previously read books (for partner reading and fluency practice)
- Assessments
- New leveled book for Star Reader
- Anecdotal record form
- Student journals or sheets of writing paper
- Pencils or markers

## Notes to Teachers

- Teachers can use this sample lesson plan for 3 to 5 consecutive days so that students master the routines for each activity. When doing so, teachers still need to plan a unique lesson for each day's Star Reader (e.g., using different words for stretching or clapping, selecting a book at an appropriate level).
- Teachers should have students practice switching partners when the Star Reader fluency practice has ended and it is time to begin assessment with the previous day's Star Reader.

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## Working With Words (10 minutes)

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### Reading Multisyllable Words

- Prepare a list of compound and multisyllable words from the core reading curriculum or a published teacher resource book. This list can also include any multisyllable words that students will encounter in their text reading.
- Write a strategy for reading multisyllable words on chart paper for students to refer to during the lesson or use a strategy from the core reading curriculum.
- Model how to read a multisyllable word using the strategy. For example:
  - Look for the first word part that contains a vowel. Read the word part.
  - Look for the second word part that contains a vowel. Read the word part.
  - Read the whole word by putting the word parts together.
- Guide students in reading multisyllable words, first with compound words and then with two-syllable words for group practice.
- When students make errors, prompt them to sound out the word part and reread the word.
- Provide independent practice by having students read words individually and providing feedback.

### Writing Multisyllable Words

- Select four to five multisyllable words for students to write.
- Write a strategy on chart paper to refer to during the lesson. (You can also use a core reading curriculum strategy.)
- Model the strategy.
  - Clap the syllables in the word *toothbrush*.
  - Say: "Watch me clap the syllables in the word *toothbrush*." Clap the syllables.
  - Emphasize the sounds of the first syllable by saying it slowly: *t-oooo-tthhh*. As you say the first word part, *tooth*, write the sounds on a whiteboard or paper. Ask students to say the corresponding word part.
  - Say: "Watch me clap the syllables again." (*toothbrush*) Model how to write the second part (*brush*) and ask students to say the corresponding word part.
  - Ask students to read the whole word.

- For guided practice, have students write a couple of words together. Provide feedback to students.
- Provide independent practice by giving each student a different word to write independently.
- If students make errors, model several times how to clap syllables and emphasize the sounds with students. When students write sounds incorrectly, ask them whether they know another way to write the sounds or just show them the correct sounds.

## Writing High-Frequency Words

- Select high-frequency words for the Star Reader to practice based on anecdotal records or results from a high-frequency word assessment (see Assessment section).
- Use a whiteboard to review and model how to spell and write the high-frequency word.
- Give each student a whiteboard, a marker, and an eraser. Ask students to write the word and then read it.
- Have students practice saying the word as they write it six to seven times (or until you say to stop). Have students then erase the board.
- Repeat the procedure with another word if time allows.

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## Fluency Practice and Assessment (10 minutes)

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### Partner Reading

- Place previously read books (on appropriate reading levels for students) in baskets or plastic bags.
- Model how to partner read. Each student or student pair should have a book. Sit beside one student while other students watch. Model the following types of partner reading.
  - **Sharing one book, alternating pages:** Student A reads one page in the book; Student B reads the next page in the book. Reading continues with the two students alternating pages for the rest of the book.
  - **Different books:** Student A reads an entire book on his or her level while Student B listens and assists Student A with any errors. Student B then reads a book on his or her level while Student A listens and assists Student B with any errors.
  - **Same book, each student with a copy:** Student A reads and Student B “shadow reads” by listening and pointing to the words in his or her book. Student B prompts Student A to reread or sound out words if there are errors.
- After modeling, observe students practicing partner reading.
- Once the routine is established, partner reading occurs while the Star Reader engages in individual fluency practice with you for 5 minutes or less.
- Have students switch to another partner when the Star Reader’s fluency practice has ended and assessment of the Star Reader from the day before begins.

## Fluency Practice for Star Reader

- Provide individual fluency practice to the Star Reader. Model fluent reading and have the Star Reader practice reading smoothly, accurately, and with expression. (Other students partner read during this time.)
- Implement commonly used fluency strategies:
  - Echo reading while prompting the student to read smoothly
  - Reading phrases from a text while pointing out punctuation, modeling expression, and reading smoothly
  - Timed reading, in which you increase the pace as you read to prompt the student to read faster or tell the student to “make it sound like a grown-up talking”

## Assessments

- Assess the previous day’s Star Reader on **only one** assessment. Running records should be given frequently and other assessments (e.g., letter-sound assessment, high-frequency word assessment, oral reading fluency) can be used to monitor progress as needed.
- Do not help or coach the student while giving an assessment. Follow assessment directions for scoring results.
- Use assessment results and anecdotal records to plan lessons for each day’s Star Student.

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## Daily Supported Reading of Text (10 minutes)

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### Daily Reading of a New Book

- Have the Star Reader sit next to you with his or her leveled book. (At the beginning of the year, some students might need rebus books.)
- Explain that the Star Reader will read while other students follow along with their eyes, not reading aloud until told to do so. Students can point to words and follow along with the Star Reader at the beginning, but this practice should fade out as the intervention progresses. Praise students for following along.
- Prompt the Star Reader to read the book aloud. The Star Reader can read the entire book on the first read if it is short enough.
- Listen to the Star Reader and scaffold when he or she makes an error. (For example, write words students are having difficulty reading on a whiteboard so you can provide assistance with decoding.) Other students are not to shout out answers; only you should help the reader.
- On an anecdotal record form, make note of errors (e.g., incorrect words or letter sounds) while the student reads. These notes will be helpful for planning future lessons and awarding praise points after reading.

- After the Star Reader finishes, a second read begins. Have students read the book again in a format of your choosing (e.g., choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages).
- If time allows, students can reread the book a third time. You can prompt the students to read the book a little faster so it “sounds like talking.”

### Teaching Word Reading in a Text

- Select a new leveled book for the Star Reader.
- Before the lesson, prepare prompts to use when students encounter a word they don't how to read. Some common prompts: “Do you see any letter sounds you know?” “What is the first sound?” and “Sound it out.” Refer to published reading materials for more prompts.
- Select a couple of prompts and write them on an index card for consistent use when helping struggling readers figure out words.
- Model a strategy for reading unfamiliar words.
  - Prompt students to look for letter sounds or letter combinations that they know in the word. Say: “When I get to a tricky word, I look for sounds I know. Watch me.”
  - Prompt students to slowly say sounds from left to right, reading the word correctly. You may wish to point in the book or write the word on a whiteboard.
  - Prompt students to go back to reread the sentence.
- At the end of the activity, students should be able to figure out words with little prompting from you.

### Teaching Self-Monitoring While Reading

- Select a new leveled book for the Star Reader.
- Before the lesson, prepare self-monitoring prompts for students to use when they make a mistake without noticing. Some common prompts: “Does that make sense?” and “Make it match.” Refer to published reading materials for other prompts.
- Model how to monitor your own reading. Have a student read a sentence and make an intentional mistake. Prompt the student by saying: “I heard you say \_\_\_\_\_. Does that make sense?” The prompts are intended to help students think about the meaning of the sentence and to self-correct.
- Support self-monitoring during reading each time a student reads and does not notice a mistake.

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## Daily Supported Writing (10 minutes)

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### Individual Student Journal Writing

- Provide students with a journal, tablet, or piece of writing paper. Students can write with pencils, colored pencils, or markers. Have a small whiteboard handy to help students with spelling.
- Each day, after reading the new book, have the Star Reader come up with a sentence relating to the book.

- Before the lesson, think of a question to ask the Star Reader or offer a sentence starter to help students think of a sentence. Questions could pertain to the following:
  - Story structure
  - What happened in a certain part of the book
  - What happened after a main event.
- The Star Reader develops his or her sentence about the story.
- All students repeat the sentence a couple of times before they begin to write. (Every student will write the Star Reader’s sentence.)
- Monitor and scaffold as all students write the sentence. If students have difficulties, prompt students by asking: “What does the word start with?” or “Do you know the letter that makes that sound?”
- Prompt students to say sounds as they write the words to help them think about the spellings. Using a whiteboard, provide the spellings of words that are beyond what students are expected to know for second grade. Use wide correction tape to cover up errors or to rewrite letters or words so students can correct errors quickly.
- Students should repeat the sentence as they write to make sure they do not forget the words.
- When students finish writing, check their sentence and provide feedback. Prompt students to capitalize the beginning of the sentence and put a period at the end of the sentence.
- Students who finish the sentence first can write another sentence on their own. Students can also practice writing high-frequency words on their journal page until all students have completed their writing.
- Help students who are having difficulty finishing.
- Have each student read his or her sentence independently to you.



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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 2 listed below.

### Working With Words

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

- (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;
- (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
- (iv) manipulating phonemes within base words

(B) demonstrate and apply phonetic knowledge by:

- (i) decoding words with short, long, or variant vowels, trigraphs, and blends;
- (ii) decoding words with silent letters such as knife and gnat;
- (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (iv) decoding compound words, contractions, and common abbreviations;
- (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
- (vii) identifying and reading high-frequency words from a research-based list

(C) demonstrate and apply spelling knowledge by:

- (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (ii) spelling words with silent letters such as knife and gnat;
- (iii) spelling compound words, contractions, and common abbreviations;
- (iv) spelling multisyllabic words with multiple sound-spelling patterns;
- (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word

(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Fluency and Assessment

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Daily Supported Reading

(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;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information to create new understanding; 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.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- (A) discuss topics and determine theme using text evidence with adult assistance;
- (B) describe the main character's (characters') internal and external traits;
- (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
- (D) describe the importance of the setting.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
- (B) explain visual patterns and structures in a variety of poems;
- (C) discuss elements of drama such as characters, dialogue, and setting;

- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance;
  - (ii) features and graphics to locate and gain information; and
  - (iii) organizational patterns such as chronological order and cause and effect stated explicitly.
- (E) recognize characteristics of persuasive text, including:
  - (i) stating what the author is trying to persuade the reader to think or do; and
  - (ii) distinguishing facts from opinion.

### **Daily Supported Writing**

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources;
- (B) write brief comments on literary or informational texts that demonstrate an understanding of the text;
- (C) use text evidence to support an appropriate response;
- (D) retell and paraphrase texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as illustrating or writing; and
- (F) respond using newly acquired vocabulary as appropriate.