1.) **Phonemic Awareness**

**Strategy Set 1: First Sound**

The student is expected to:

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

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

**Strategy Set II: Blending Onset-Rime**

The student is expected to:

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

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

**Strategy Set III: Blending Phoneme by Phoneme**

The student is expected to:

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

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

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

**Strategy Set IV: Segmenting Sound by Sound**

The student is expected to:

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

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

- **TEKS K.7.C and 1.7.C**
  Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).
Strategy Set V: *Deletion and Substitution*

The student is expected to:

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

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

2.) Alphabetic Understanding

Strategy Set I: *Letter Sounds*

The student is expected to:

Understand that written words are composed of letters that represent sounds (K-1).

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

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

Strategy Set II: *Decoding Regular Words*

The student is expected to:

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

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

**TEKS 1.7.G**
Use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1).

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

Strategy Set III: *Spelling Regular Words*

The student is expected to:

Use phonological knowledge to map sounds to letters to write messages (K-1).

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

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

The student is expected to:

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

Strategy Set V:  *Sentence Reading with Regular Words and One Irregular Word*

**TEKS K.7 and 1.7**
The student uses letter-sound knowledge to decode written language.

**TEKS 2.5**
The student uses a variety of word identification strategies.

The student is expected to:

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

**TEKS 1.8.A and 2.5.A**
Decode by using all letter-sound correspondences within a word (1-3).

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

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

3.) **Fluency**

Strategy Set I:  *Letter Sounds*

**TEKS K.7 and 1.7**
The student uses letter-sound knowledge to decode written language.

The student is expected to:

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

Strategy Set II:  *Regular Word Reading*

The student is expected to:

**TEKS 1.8.A and 2.5.A**
Decode by using all letter-sound correspondences within a word (1-3).

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

Strategy Set III:  *Irregular Word Reading*

The student is expected to:

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

**TEKS 1.8.G and 2.5.H**
Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).
Strategy Set IV: *Fluency in Connected Text*

The student is expected to:

**TEKS 1.9.B**
Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” first grader reads approximately 60 wpm) (1).

**TEKS 2.6.B**
Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” second grader reads approximately 70 wpm) (2).

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

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

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

4.) Vocabulary

Strategy Set I: *Examples*

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

**TEKS K.8, 1.11, and 2.8**
The student develops an extensive vocabulary.

Strategy Set II: *Synonyms*

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

**TEKS K.8, 1.11, and 2.8**
The student develops an extensive vocabulary.

Strategy Set III: *Definitions*

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

**TEKS K.8, 1.11, and 2.8**
The student develops an extensive vocabulary.

Strategy Set IV: *Elaboration*

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

**TEKS K.8, 1.11, and 2.8**
The student develops an extensive vocabulary.
Strategy Set V: *Context*

**TEKS 2.4**
The student communicates clearly by putting thoughts and feelings into spoken words.

**TEKS 2.8**
The student develops an extensive vocabulary.

### 5.) Comprehension

Strategy Set I: *Literal Comprehension*

**TEKS K.1, 1.1, and 2.1**
The student listens attentively and engages actively in a variety of oral language experiences.

**TEKS K.9**
The student uses a variety of strategies to comprehend selections read aloud.

**TEKS 1.12 and 2.9**
The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

Strategy Set II: *Story Retell*
The student is expected to:

Retell or act out the order of important events in stories (K-3).

**TEKS 1.12.D and 2.9.D**
Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

Strategy Set III: *Story Grammar*
The student is expected to:

**TEKS 1.12.A and 2.9.A**
Use prior knowledge to anticipate meaning and make sense of texts (K-3).

Retell or act out the order of important events in stories (K-3).

**TEKS 1.12.D and 2.9.D**
Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

**TEKS 2.9.I**
Represent text information in different ways, including story maps, graphs, and charts (2-3).

Strategy Set IV: *Sequencing*
The student is expected to:

Retell or act out the order of important events in stories (K-3).

**TEKS 1.12.D and 2.9.D**
Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

**TEKS 2.9.H**
Produce summaries of text selections (2-3).
Strategy Set V: *Main Idea*

**TEKS 1.12 and 2.9**
The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

The student is expected to:

**TEKS 1.12.D and 2.9.D**
Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3).

**TEKS 1.12.F and 2.9.F**
Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).

Strategy Set VI: *Summarization*

**TEKS 1.12 and 2.9**
The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

The student is expected to:

**TEKS 1.12.C and 2.9.C**
Retell or act out the order of important events in stories (K-3).

**TEKS 2.9.H**
Produce summaries of text selections (2-3).

**TEKS 2.9.I**
Represent text information in different ways, including story maps, graphs, and charts (2-3).
# Activity Matrix

## NOTE:
The purpose of this matrix is not to suggest a sequence for introducing subskills for each big idea. The matrix demonstrates how to integrate subskills for each of the big ideas into daily instruction.

## Instructional Target:
**Early Phonemic Awareness, Alphabetic Understanding, and Fluency**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td><strong>Phonemic Awareness</strong></td>
<td><strong>Phonemic Awareness</strong></td>
<td><strong>Phonemic Awareness</strong></td>
<td><strong>Phonemic Awareness</strong></td>
</tr>
<tr>
<td><strong>Objective for the Week:</strong> Students will correctly identify the initial sound in words with 100% accuracy.</td>
<td><strong>Strategy:</strong> Isolating First Sound in Words Initial Instruction (pp. 13-16).</td>
<td><strong>Strategy:</strong> Isolating First Sound in Words Review Instruction (pp. 17-22).</td>
<td><strong>Strategy:</strong> Isolating First Sound in Words Expansion Instruction (pp. 23-28).</td>
<td><strong>Strategy:</strong> Isolating First Sound in Words Expansion Instruction (pp. 23-28).</td>
</tr>
<tr>
<td><strong>Procedure and Instructional Target:</strong> Teacher-led instruction on isolating the first sound of pictured objects. Students tell the teacher the first sound in the word represented on the picture card.</td>
<td><strong>Procedure and Instructional Target:</strong> Students play the squares game, matching pictures that begin with the same initial sound.</td>
<td><strong>Procedure and Instructional Target:</strong> Students play the squares game, matching the pictures that begin with the same initial sound.</td>
<td><strong>Procedure and Instructional Target:</strong> Students play the squares game, matching the letter sounds with the initial sound of pictured objects.</td>
<td><strong>Procedure and Instructional Target:</strong> Students play the squares game, matching the letter sounds with the initial sound of pictured objects.</td>
</tr>
<tr>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 10 minutes.</td>
<td></td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 10 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 12 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 12 minutes.</td>
</tr>
</tbody>
</table>

* Indicates first lesson using the instructional strategy.
<table>
<thead>
<tr>
<th><strong>Alphabetic Understanding</strong></th>
<th><strong>Strategy:</strong> Letter Sounds Initial Instruction (pp. 87-90).</th>
<th><strong>Strategy:</strong> Letter Sounds Review Instruction - Review New Letter Sound /iii/ With Previously Learned Letter Sounds /d/, /rrr/, and /ooo/ (pp. 91-93).</th>
<th><strong>Strategy:</strong> Letter Sounds Review Instruction Revisited - Review the New Letter Sound /iii/ With Previously Learned Letter Sounds /d/, /rrr/, and /ooo/ (pp. 91-93).</th>
<th><strong>Strategy:</strong> Letter-Sounds Expansion Instruction - Matching Letters and Sounds Activity (pp. 94-96).</th>
<th><strong>Strategy:</strong> Letter-Sounds Expansion Instruction - Matching Letters and Sounds Activity. Add novel pictured objects (pp. 94-96).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective for the Week:</strong></td>
<td>Students will produce the sound for the following letters with 100% accuracy: i, d, r, &amp; o.</td>
<td>Procedure and Instructional Target: Teacher introduces the new letter sound /iii/.</td>
<td>Procedure and Instructional Target: Students practice discriminating the new letter-sound from previously learned letter-sounds by accurately producing the sound of each letter.</td>
<td>Procedure and Instructional Target: Students produce the initial sound for pictured objects and correctly identify the letter tile that represents the initial sound.</td>
<td>Procedure and Instructional Target: Students produce the initial sound for pictured objects and correctly identify the letter tile that represents the initial sound.</td>
</tr>
<tr>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 5 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 5 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 5 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 5 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 8 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 8 minutes.</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td><strong>Strategy:</strong> Letter Sound Fluency Reinforcement Instruction – Snap (pp. 143-152).</td>
<td><strong>Strategy:</strong> Letter Sound Fluency Reinforcement Instruction – Snap and the One Minute Dash (pp. 143-152).</td>
<td><strong>Strategy:</strong> Letter Sound Fluency Expansion Instruction - Beat the Clock (pp. 160-166).</td>
<td><strong>Strategy:</strong> Letter Sound Fluency Expansion Instruction - Beat the Clock Revisited (pp. 160-166).</td>
<td><strong>Strategy:</strong> Letter Sound Fluency Expansion Instruction - Beat the Clock Revisited (pp. 160-166).</td>
</tr>
<tr>
<td><strong>Objective for the Week:</strong> Students will identify the following letter sounds with 100% accuracy at a rate of 1 sound per 2 seconds: a, m, s, &amp; t.</td>
<td>Procedure and Instructional Target: Paired partner practice of letter sounds a, m, s, &amp; t, plus review sounds.</td>
<td>Procedure and Instructional Target: Paired partner practice of letter sounds a, m, s, &amp; t, plus review sounds.</td>
<td>Procedure and Instructional Target: Timed paired partner practice of letter sounds a, m, s, &amp; t, plus review sounds.</td>
<td>Procedure and Instructional Target: Timed paired partner practice of letter sounds a, m, s, &amp; t, plus review sounds.</td>
<td>Procedure and Instructional Target: Timed paired partner practice of letter sounds a, m, s, &amp; t, plus review sounds.</td>
</tr>
<tr>
<td><strong>Organization:</strong> Student pairs. Time: 15 minutes.</td>
<td><strong>Organization:</strong> Student pairs. Time: 15 minutes.</td>
<td><strong>Organization:</strong> Student pairs. Time: 10 minutes.</td>
<td><strong>Organization:</strong> Student pairs. Time: 10 minutes.</td>
<td><strong>Organization:</strong> Student pairs. Time: 10 minutes.</td>
<td><strong>Organization:</strong> Student pairs. Time: 10 minutes.</td>
</tr>
<tr>
<td><strong>Total Time:</strong> 30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

* Indicates first lesson using the instructional strategy.
# Activity Matrix

**NOTE:**
The purpose of this matrix is not to suggest a sequence for introducing subskills for each big idea. The matrix demonstrates how to integrate subskills for each of the big ideas into daily instruction.

## Instructional Target:
**Developing Phonemic Awareness, Alphabetic Understanding, and Fluency & Early Vocabulary and Comprehension Instruction**

<table>
<thead>
<tr>
<th>Objective for the Week:</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will blend and segment phonemes of one-syllable words with 100% accuracy.</td>
<td><strong>Strategy:</strong> Blending Phoneme by Phoneme Review Instruction Revisited (pp. 47-51).</td>
<td><strong>Strategy:</strong> Blending Phoneme by Phoneme Review Instruction Revisited (pp. 47-51).</td>
<td><strong>Procedure and Instructional Target:</strong> Teacher-led review of blending phonemes using manipulatives. Students mark each phoneme in a word and blend the phonemes into the whole word.</td>
<td><strong>Strategy:</strong> Blending Phoneme by Phoneme Expansion Instruction (pp. 52-57).</td>
<td><strong>Strategy:</strong> Blending Phoneme by Phoneme Expansion Instruction (pp. 52-57).</td>
</tr>
<tr>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 4 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 5 minutes.</td>
<td><strong>Instructional Target:</strong> Teacher-led extension of blending phonemes. Students write and blend the sounds in words.</td>
<td><strong>Instructional Target:</strong> Teacher-led review of segmenting 2 and 3 phoneme words using Elkonin boxes.</td>
<td><strong>Instructional Target:</strong> Teacher-led extension of segmenting phonemes using 2 and 3 phoneme words and Elkonin boxes.</td>
<td><strong>Instructional Target:</strong> Teacher-led review of segmenting and integration of letter sounds. Students spell words using letters and sounds learned.</td>
</tr>
<tr>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 4 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 5 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 7 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 8 minutes.</td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 8 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates first lesson using the instructional strategy.
### Alphabetic Understanding

**Objective for the Week:**

(i) Students will read regular CVC words that contain the following letters: **a, m, t, s, o, r, d, i, w, n & p** with 100% accuracy.

(ii) Students will produce the sound for the following new letters with 100% accuracy: **f & g**.

### Fluency*

**Objective for the Week:**

Students will identify regular CVC words containing the following letter sounds with 100% accuracy at a rate of 1 word per 2 seconds: **a, m, s, t, i, d, r, o**.

* Indicates first lesson using the instructional strategy.
<table>
<thead>
<tr>
<th><strong>Vocabulary</strong></th>
<th><strong>Objective for the Week:</strong> Students will correctly label the location of an object when it is last.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy:</strong> Examples Initial Instruction - Teaching the Concept Last (pp. 218-221).</td>
<td><strong>Procedure and Instructional Target:</strong> Teacher provides positive and negative examples of the concept last. The students identify pictures that demonstrate this concept. <strong>Organization:</strong> Teacher-led, small group. Time: 5 minutes.</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Examples Review Instruction - Teaching the Concept Last (pp. 222-224).</td>
<td><strong>Procedure and Instructional Target:</strong> Students manipulate cubes to demonstrate the concept last. <strong>Organization:</strong> Teacher-led, small group. Time: 5 minutes.</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Examples Review Instruction - Teaching the Concept Last (pp. 222-224).</td>
<td><strong>Procedure and Instructional Target:</strong> Students manipulate cubes to demonstrate the concept last. Review the concepts over, under, and first. <strong>Organization:</strong> Teacher-led, small group. Time: 10 minutes.</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Examples Expansion Instruction - Teaching the Concept Last (pp. 225-227).</td>
<td><strong>Procedure and Instructional Target:</strong> Children use the word last in a sentence to describe a block’s location. Use the extension activity to make a connection with the last sound in words. <strong>Organization:</strong> Teacher-led, small group. Time: 6 minutes.</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Examples Expansion Instruction - Teaching the Concept Last (pp. 225-227).</td>
<td><strong>Procedure and Instructional Target:</strong> Children use the word last in a sentence to describe a block’s location. <strong>Organization:</strong> Teacher-led, small group. Time: 7 minutes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Comprehension</strong></th>
<th><strong>Objective for the Week:</strong> Students will recall information directly stated in a passage read by the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy:</strong> Literal Comprehension Initial Instruction – Direct Questions (pp. 279-282).</td>
<td><strong>Procedure and Instructional Target:</strong> Teacher leads students in how to listen for important information in short passages. <strong>Organization:</strong> Teacher-led, small group. Time: 15 minutes.</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Literal Comprehension Initial Instruction Revisited – Direct Questions (pp. 279-282).</td>
<td><strong>Procedure and Instructional Target:</strong> Students listen for important information in short passages, using a passage different from the previous day. <strong>Organization:</strong> Teacher-led, small group. Time: 15 minutes.</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Literal Comprehension Review Instruction – Direct Questions In Intervals (pp. 283-285).</td>
<td><strong>Procedure and Instructional Target:</strong> Students listen for and locate information in passages. The same passage from the previous day is utilized, but questions are asked at increasing intervals. <strong>Organization:</strong> Teacher-led, small group. Time: 15 minutes.</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Literal Comprehension Review Instruction Revisited – Direct Questions In Intervals (pp. 283-285).</td>
<td><strong>Procedure and Instructional Target:</strong> Students listen for and locate information in passages. A new passage is introduced and questions are asked at increasing intervals. <strong>Organization:</strong> Teacher-led, small group. Time: 15 minutes.</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Literal Comprehension Expansion Instruction – Direct Questions In Longer Passages (pp. 286-289).</td>
<td><strong>Procedure and Instructional Target:</strong> Using increasingly longer passages, students respond to questions during and after information is presented. <strong>Organization:</strong> Teacher-led, small group. Time: 15 minutes.</td>
</tr>
</tbody>
</table>

| **Total Time:** | 45 minutes | 45 minutes | 45 minutes | 45 minutes | 45 minutes |

* Indicates first lesson using the instructional strategy.
# Activity Matrix

**NOTE:**
The purpose of this matrix is not to suggest a sequence for introducing subskills for each big idea. The matrix demonstrates how to integrate subskills for each of the big ideas into daily instruction.

**Instructional Target:**
Reading and Writing Sentences

## Phonemic Awareness

**Objective for the Week:**
(i) Students will segment phonemes of 3 syllable words with 100% accuracy.

(ii) Students will delete and substitute sounds in the initial position in 3 phoneme words with 100% accuracy.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy:</strong> Segmenting Sound by Sound Expansion Instruction (pp. 67-71).</td>
<td>Review segmenting sound by sound throughout day.</td>
<td><strong>Strategy:</strong> Deletion and Substitution Initial Instruction (pp. 72-76).</td>
<td>Review segmenting, deletion, and substitution throughout day.</td>
<td><strong>Strategy:</strong> Deletion and Substitution Initial Instruction Revisited (pp. 72-76).</td>
</tr>
<tr>
<td><strong>Procedure and Instructional Target:</strong> Teacher-led review of segmenting and integration of letter sounds. Students spell words using phonemes and sounds they've learned.</td>
<td></td>
<td><strong>Procedure and Instructional Target:</strong> Teacher-led introduction of deleting and substituting sounds. Students use letter tiles to change the first sound in a word to make a new word.</td>
<td></td>
<td><strong>Procedure and Instructional Target:</strong> Teacher-led introduction of deleting and substituting sounds. Students use letter tiles to change the first sound in a word to make a new word.</td>
</tr>
<tr>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 10 minutes.</td>
<td></td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 10 minutes.</td>
<td></td>
<td><strong>Organization:</strong> Teacher-led, small group. Time: 10 minutes.</td>
</tr>
</tbody>
</table>

* Indicates first lesson using the instructional strategy.
### Alphabetic Understanding

**Objective for the Week:**
Student will
a) read the words: **Pat, is, cat, has, a, red, the** on a word list with 100% accuracy, and
b) read the following sentences with 100% accuracy and correctly answer comprehension questions by the end of the instructional sequence:

- **Pat has a cat. The cat is red. The red cat can run.**

**Strategy:** Reading Sentences Initial Instruction - Sentence Reading Preparation Activity (pp. 128-131).

**Procedure and Instructional Target:**
Students practice reading the words: **Pat, is, cat, has, a, red, the** in word lists to prepare for reading sentences. Students read the word lists once for accuracy and once for fluency.

**Organization:**
Teacher-led, small group. Time: 10 minutes.

---

**Strategy:** Reading Sentences Review Instruction (pp. 132-136).

**Procedure and Instructional Target:**
Teacher introduces a strategy for sentence reading that includes
a) sentence reading model by the teacher,

b) sentence reading preview by the students,

c) sentence reading practice - once for accuracy and once for fluency, and

d) comprehension questions.

**Organization:**
Teacher-led, small group. Time: 10 minutes.

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**Strategy:** Reading Sentences Expansion and Integration Instruction (pp. 137-141).

**Procedure and Instructional Target:**
Teacher provides students an opportunity to practice the sentence reading strategy with 2 sentences.

**Organization:**
Teacher-led, small group. Time: 10 minutes.

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### Fluency

**Objective for the Week:**
(i) Students will accurately identify the following frequently occurring irregular words with 100% accuracy at a rate of 25 words a minute: **out, all, her, little, like**.

(ii) Students will identify the following review letter sounds with 100% accuracy at a rate of 1 sound per 1 second: **x, q, u, j, e**.

**Strategy:** Irregular Word Reading Initial Instruction - Grid Reading (pp. 179-184).

**Procedure and Instructional Target:**
Procedure and Instructional Target: Individual taped preview and practice of irregular words **out, all, her, little, like**.

**Organization:**
Individual instruction led by audio-tape. Time: 15 minutes.

---

**Strategy:** Irregular Word Reading Reinforcement Instruction - Timed Grid Reading With Graphing (pp. 185-189).

**Procedure and Instructional Target:**
Teacher-led review of: **out, all, her, little, like**. Timed teacher-student practice with graphing.

**Organization:**
Teacher-led, small group/whole class model followed by teacher-student timings. Time: 10 minutes.

---

**Strategy:** Irregular Word Reading Reinforcement Instruction Revisited - Timed Grid Reading With Graphing (pp. 185-189).

**Procedure and Instructional Target:**
Teacher-led review. Paired partner practice game with irregular words: **out, all, her, little, like**. Timed teacher-student practice with graphing.

**Organization:**
Teacher-led, small group/whole class model followed by teacher-student timings. Time: 10 minutes.

---

**Strategy:** Letter Sound Fluency Expansion Instruction - Beat the Clock (pp. 209-216).

**Procedure and Instructional Target:**
Timed paired partner practice of review letter sounds: **x, q, u, j, e**.

**Organization:**
Paired partner practice. Time: 10 minutes.

* Indicates first lesson using the instructional strategy.
### Vocabulary

**Objective for the Week:**
Students will use at least one describing word in an original sentence.

**NOTE:** Sentences must match students’ reading levels.

| Procedure and Instructional Target: Students generate a list of describing words for a picture of an object. Teacher models how to use the describing words in a phrase to tell more about the object. | Procedure and Instructional Target: Students generate a list of describing words for a picture of an object. Teacher models how to use the describing words in a phrase to tell more about the object. | Procedure and Instructional Target: Students generate a list of describing words for a picture of an object. Teacher models how to use the describing words in a phrase to tell more about the object. | Procedure and Instructional Target: Students generate a list of describing words for a picture of an object. Teacher models how to use the describing words in a phrase to tell more about the object. | Procedure and Instructional Target: Students generate a list of describing words for a picture of an object. Teacher models how to use the describing words in a phrase to tell more about the object. |

### Comprehension*

**Objective for the Week:**
Students will orally retell events from instructional-level sentences.

| Retell morning routine. | Review story retell prompts and provide practice using the prompts during story reading time. | Review story retell prompts and provide practice using the prompts during story reading time. | Review story retell prompts and provide practice using the prompts during story reading time. | Review story retell prompts and provide practice using the prompts during story reading time. |
| Story Retell Initial Instruction - Introduce Story Retelling Strategy & Retelling Sentences (pp. 290-296). | Procedure and Instructional Target: Teacher introduces prompts for retelling story content, models their use, and provides partner practice using the prompts. | Procedure and Instructional Target: Teacher reviews prompts for retelling story content, models their use, and provides partner practice using the prompts. | Procedure and Instructional Target: Teacher reviews prompts for retelling story content, models their use, and provides partner practice using the prompts. | Procedure and Instructional Target: Teacher reviews prompts for retelling story content, models their use, and provides partner practice using the prompts. |

**Total Time:**
45 minutes | 45 minutes | 45 minutes | 45 minutes | 45 minutes

* Indicates first lesson using the instructional strategy.
**Activity Matrix**

**NOTE:**
The purpose of this matrix is not to suggest a sequence for introducing subskills for each big idea. The matrix demonstrates how to integrate subskills for each of the big ideas into daily instruction.

**Instructional Target:** Building Fluency, Vocabulary and Comprehension

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong></td>
<td><strong>Objective for the Week:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Students will accurately identify the following frequently occurring irregular words with 100% accuracy at a rate of 25 words in under a minute: <strong>look</strong>, <strong>they</strong>, <strong>talk</strong>, <strong>some</strong>, <strong>there</strong>.</td>
<td><strong>Strategy:</strong> Irregular Word Reading Reinforcement Instruction - Timed Grid Reading With Graphing (pp. 185-189).</td>
<td><strong>Strategy:</strong> Irregular Word Reading Expansion Instruction - Road Race With Graphing (pp. 190-193).</td>
<td><strong>Strategy:</strong> Fluency in Connected Text Initial Instruction - Partner Reading With Graphing (pp. 194-201).</td>
<td><strong>Strategy:</strong> Fluency in Connected Text Expansion Instruction - Repeated Reading (tape assisted) with Graphing (pp. 202-208).</td>
</tr>
</tbody>
</table>

**NOTE:** This lesson would follow a lesson in which the words and phonic elements were previously introduced.

* Indicates first lesson using the instructional strategy.
## Vocabulary

**Objective for the Week:**
Students will learn the meaning of new vocabulary words through the use of their synonyms. They will demonstrate understanding by correctly using the target words in original sentences.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strategy</th>
<th>Instructional Target</th>
<th>Procedure</th>
<th>Instructional Target</th>
<th>Organization</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonym Initial Instruction - Recognizing the Target Word (pp. 228-231).</td>
<td>Synonym Initial Instruction - Recognizing the Target Word (pp. 228-231).</td>
<td>Students tell if pictures represent the target words from today’s story and state how they came to that conclusion.</td>
<td>Teacher-led, small group.</td>
<td>Time: 15 minutes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Comprehension*

**Objective for the Week:**
Students will correctly sequence multiple events from a short decodable passage in the order the events occur.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strategy</th>
<th>Instructional Target</th>
<th>Procedure</th>
<th>Instructional Target</th>
<th>Organization</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing Initial Instruction - Finding A Story Sequence (pp. 345-350).</td>
<td>Sequencing Initial Instruction - Finding A Story Sequence (pp. 345-350).</td>
<td>Teacher models identifying important events and sequencing events in order from an instructional-level passage. Teacher leads students through the process.</td>
<td>Teacher-led, small group or whole class instruction.</td>
<td>Time: 25 minutes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total Time:
50 minutes 50 minutes 50 minutes 50 minutes 50 minutes

* Indicates first lesson using the instructional strategy.