Second- and Third-Grade Explicit Phonics Intervention

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

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Second- and Third-Grade Explicit Phonics Intervention Overview

This second- and third-grade early intervention is small-group explicit phonics instruction that is flexible and guided by each student’s recent individual ongoing assessment. Teachers can make their own or use published second- and third-grade reading curriculum materials and assessments. Teachers may use components from their district’s core curriculum to promote explicit instruction, reading with understanding, and systematic daily instruction in the following areas from the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) for Grade 2 and Grade 3.

TEKS Connections

Phonemic Awareness and Phonics
Grade 2 (1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).

Grade 2 (2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:

(i) single letters (consonants and vowels);
(ii) consonant blends (e.g., thr, spl);
(iii) consonant digraphs (e.g., ng, ck, ph); and
(iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);
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(B) use common syllabication patterns to decode words including:

(i) closed syllable (CVC) (e.g., pic-nic, mon-ster);
(ii) open syllable (CV) (e.g., ti-ger);
(iii) final stable syllable (e.g., sta-tion, tum-ble);
(iv) vowel-consonant-silent “e” words (VCe) (e.g., in-vite, cape);
(v) r-controlled vowels (e.g., per-fect, cor-ner); and
(vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);

(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);

(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);

(E) identify and read abbreviations (e.g., Mr., Ave.);

(F) identify and read contractions (e.g., haven’t, it’s);

(G) identify and read at least 300 high-frequency words from a commonly used list; and

(H) monitor accuracy of decoding.

Grade 2 (23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) use phonological knowledge to match sounds to letters to construct unknown words;

(B) spell words with common orthographic patterns and rules:

(i) complex consonants (e.g., hard and soft c and g, ck);
(ii) r-controlled vowels;
(iii) long vowels (e.g., VCe-hope); and
(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);

(C) spell high-frequency words from a commonly used list;
Overview

(D) spell base words with inflectional endings (e.g., -ing and -ed);

(E) spell simple contractions (e.g., isn’t, aren’t, can’t); and

Grade 3 (24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;

(B) spell words with more advanced orthographic patterns and rules:

(i) consonant doubling when adding an ending;
(ii) dropping final “e” when endings are added (e.g., -ing, -ed);
(iii) changing y to i before adding an ending;
(iv) double consonants in middle of words;
(v) complex consonants (e.g., scr-, -dge, -tch); and
(vi) abstract vowels (e.g., ou as in could, touch, through, bought);

(C) spell high-frequency and compound words from a commonly used list;

(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);

(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);

Comprehension Strategies

Grade 2 (3) and Grade 3 (2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

Grade 2 (9) and Grade 3 (8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

   Grade 2 (B) describe main characters in works of fiction, including their traits, motivations, and feelings.

   Grade 3 (B) describe the interaction of characters including their relationships and the changes they undergo;

Grade 2 (14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

   (A) identify the main idea in a text and distinguish it from the topic;

   (B) locate the facts that are clearly stated in a text;

   (C) describe the order of events or ideas in a text; and

   (D) use text features (e.g., table of contents, index, headings) to locate specific information in text.

Grade 3 (13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

   (A) identify the details or facts that support the main idea;

   (B) draw conclusions from the facts presented in text and support those assertions with textual evidence;

   (C) identify explicit cause and effect relationships among ideas in texts; and

   (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.
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Grade 2 Figure 19: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) establish purposes for reading selected texts based upon content to enhance comprehension;

(B) ask literal questions of text;

(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);

(D) make inferences about text using textual evidence to support understanding;

(E) retell important events in stories in logical order; and

(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Grade 3 Figure 19: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;

(B) ask literal, interpretative, and evaluative questions of text;

(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);

(D) make inferences about text and use textual evidence to support understanding;

(E) summarize information in text, maintaining meaning and logical order; and

(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.
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Vocabulary
Grade 2 (5) and Grade 3 (4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

- Grade 2 (B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;
- Grade 3 (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;

Fluency
Grade 2 (4) and Grade 3 (3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Preintervention Assessment
Before starting the early intervention for second and third grade, the teacher will need to assess the intervention students on the following:

- **Letter sound reading and spelling** aligned with the district core-reading decoding curriculum
- **High frequency word reading** aligned with the district core-reading decoding curriculum
- **Word reading and spelling** correlated with the letter sounds used with the district core-reading decoding curriculum

If the district core-reading curriculum does not provide these assessment types, the teacher can use published resources or make assessments with templates. We have provided a template for assessment.
Throughout the year, the teacher uses the assessments and previous days’ lesson plan notes to help plan lessons for the focus student each day. Assessments provide practical information about whether an individual student needs more review on a particular skill or is ready to move on.

**Lesson-Planning Components**

Lesson plans are written for four days of instruction each week. The groups are comprised of 3–4 students who are individually rotated through the position of a daily Star Reader. Each daily lesson is planned and written with focus on the needs (identified by ongoing assessments) of the Star Reader. The lessons follow the scope and sequence of new letter sounds, decodable words, sight words, reading for the reinforcement of learned sounds/words, and reading for comprehension. Only teaching the intervention four days a week provides a day for intervention teachers to make up a lesson if there is a school interruption (assembly, early release, holiday, etc.), as well as providing a day for the classroom teacher to have students in class for weekly assessments. All of the components are aligned with the district’s core-reading program.

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<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
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<td>Lesson planned for</td>
<td>Lesson planned for</td>
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<td>No lesson (make-up day if needed)</td>
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<tr>
<td>Star Reader 1</td>
<td>Star Reader 2</td>
<td>Star Reader 3</td>
<td>Star Reader 4</td>
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A lesson of 45 minutes is taught in the order below within the specified time allotments:

- Explicit components and assessments (15–20 minutes)
- Explicit components reinforcement book reading (5–15 minutes)
- Reading comprehension activities (20–25 minutes)

The lesson activity choices are detailed next.
EXPLICIT COMPONENTS

Sound Review

- Teacher selects five sounds or spelling patterns that the Star Reader needs to review from core-reading curriculum scope and sequence. Student assessments are used to determine the sound review choices.

- The sounds selected for review do not include those that will be introduced in the next component.

- Teacher writes the five letters on a material such as a white board, a piece of paper, or index cards.

- The group reads each sound as teacher points (or holds up a card), and then each student reads all five sounds alone.

- When a student makes an error, the teacher says the sound followed by a key word: “The sound is /e/ as in elephant.” Teacher asks students to make the corresponding sound. All the students repeat with the teacher and then reread the five sounds. Individual practice follows.

- To cause less confusion for students when prompting, it is helpful for the teacher to refer to the core-reading curriculum for key words used for each sound: “The sound is ___ as in _______. ” Teacher then asks students to make the corresponding sound.

- Teacher should always model sounds immediately if the students are confused or make errors. Students practice the sounds once again with the teacher.

Sound Introduction: Reading

- Teacher uses Star Reader assessments and/or review of the Star Reader’s prior lesson(s) to determine if more practice is needed or if a new sound may be introduced.

- Sounds are introduced in the order outlined by the district’s core-reading curriculum.

- Teacher models sounds rather than the letter name.
Overview

- Teacher introduces each new sound by either creating an index card or writing the new letter(s) for a sound on a white board, sheet of paper, or card stock. To reinforce letter sounds in all lessons, using a master letter-sound sheet or cards from district curriculum materials is helpful.

- Teacher provides a model of both the upper and lower case of letter sounds when first introducing.

- Each sound is introduced with a key word that starts with or significantly contains the sound. Teacher uses words from the district’s core-reading decoding curriculum. It helps for teachers to provide a picture to associate with the sound. Pictures are found in the curriculum or other sources.

- On a sheet of paper with the new sound, the teacher writes some already known sounds interspersed randomly with the new sound. Three or four rows of sounds should be written.

- Teacher points and says: “This new letter is (letter name) and the sound is /s/ as in sat.” Teacher asks students to make the corresponding sound. When a vowel is introduced, teacher says: “This new letter (vowel name) is a vowel.” Teacher then guides the group to repeat sounds, for example, “/a/ as in ape.” Teacher calls on each of the students in random order to repeat on their own.

- If a student makes an error, the teacher gives specific corrective feedback, for example, “The sound is /s/ as in sat.” Then, the student says the sound with the teacher and finally repeats it alone.

- Before starting to read the rows of sounds written for practice reading, the teacher ensures that the new sound card or visual model is visible for all students to reference easily.

- The group reads the sounds together (while the teacher points), as they would typically read words—from left to right, row by row.

- Each student is called in random order to read a row alone.

- If a student misses a sound, teacher models it, student says the sound with the teacher, student says the sound alone, and then student rereads the line.

- Teacher keeps all introduced letter-sound cards or visual models with key words visible for scaffolding errors throughout lessons.
Sound Introduction: Spelling

- Teacher preplans the spelling (writing sounds) by reviewing past lesson(s).
- Students need a pencil and a spelling notebook or sheet of paper.
- Each lesson requires only a few sounds to be spelled: the new sound (if one was introduced), as well as previously introduced sounds. Teacher ensures that students have the opportunity for both challenge and success.
- Teacher says the letter sound, not the letter name: “Write the letter that says /a/.” Teacher asks students to make the corresponding sound.
- Group says the sound while writing it.
- Teacher corrects any student error immediately, either showing the sound card or modeling how to write the sound while saying it. The student says the sound again with the teacher and then once alone.
- Student puts an X through the error or covers the error with a sheet of paper. Teacher prompts for the sound again, and student repeats while rewriting the sound before proceeding to the next sound.
- If students have difficulty, teacher may help them to focus on what their mouths are doing when they say the sound.

Segmenting: Phonemic Awareness

- Materials such as a white board, a chalkboard, sheets of paper, card stock, or even blocks may be used. Teacher can also use materials such as Elkonin sound boxes, where the teacher and/or the group can point a finger while saying the sounds in a word. This same procedure can be used with other sound markers such as dots, dashes, lines, and so forth for sounds instead of boxes. The teacher, as well as students, will need individual materials.
- Teacher preplans 3–6 words daily. The focus-student assessments and/or prior lessons are used for placement and ongoing lesson planning.
- Words chosen will have two, three, or four sounds. Although a student may be reading three or four sound words, the teacher may need to model first with two sound words until the process is developed.
Overview

• Using a two box Elkonin sound-box card, the teacher models first and says: “I am going to separate the word *am* into two sounds and then say the whole word.” Teacher points to each sound box sequentially on a board and slowly says: “/aaa/ /mmm/ am.”

• While teacher points to each sound box, teacher and group say the sounds and then say the whole word. Teacher then points while each student says the sounds.

• Materials are passed out for each student.

• In group practice, students segment the words spoken by the teacher. Teacher observes and listens.

• When a student makes an error, the teacher models again, stretching the sounds more slowly while pointing and then saying the whole word. The group then follows along with the teacher and finally repeats the process alone. Students who are frustrated or who are guessing need more practice in the same or lower level.

• In independent practice, each student segments 1-2 words.

**Decoding Words: Reading**

• Teacher preplans words according to the Star Reader’s needs while following the district core-reading decoding curriculum.

• Teacher chooses 5-10 words whose sounds have recently been introduced or reviewed.

• Words are written (2-3 per line) on a white board, chart paper, or materials large enough for a group to see.

• For modeling and scaffolding difficult sounds, teacher keeps available previously introduced letter-sound cards or key sound materials to show students the sounds they miss or confuse.

• Teacher models by pointing to each sound in the word while saying the sounds slowly and then reading the word quickly.

• Students read the words left to right across rows.
• In group practice, teacher points to the sounds in each word while students sound out the word smoothly and then read it quickly with the teacher. Teacher picks up the pace after a routine is established.

• After group practice with a row of words, the teacher drops out of the process of sounding out with students but continues to point to words as the group sounds out smoothly and reads each word. To keep pacing quick, teacher tries to just point to the word and say: “Sound out_____. Read it.”

• In independent practice, teacher calls on each student to sound out and read a row of words. If the student makes an error, the teacher models how to sound out the word; then the teacher and student do it together, followed by the student independent practice. Next, teacher prompts student to reread from the beginning of the row in which the error occurred.

• Teacher scaffolds any student who is having difficulty, or hesitates, by saying: “What’s the first sound? The next sound?”

• When a student misreads a word, the teacher may point to each sound and say: “What’s that sound?” “Try again.” “That sound is /m/.” “What’s that sound?” “Try again.”

• If a student has trouble blending the first two sounds, the teacher blends the sounds and the student adds the last sound. Teacher and student then read the word together quickly. Finally, the student tries the word alone before going back to reread the row.

Decodable Words: Spelling

• Teacher preplans 3–4 words with the Star Reader’s needs in mind. One word should have the new sound, one word should be more challenging, and the other words should be review or easier.

• Students need a pencil and a spelling notebook or sheet of paper.

• Teacher models how to say the sounds of a word while writing it and then how to say the word quickly when finished writing.

• Teacher reviews any difficult words or patterns on a white board or chalkboard before having students spell on their own.
Overview

• In group practice, teacher says word. All students repeat word after the teacher, to ensure they heard the word correctly, and then write the word.

• Teacher can have all students spell the same words or, after a couple of lessons, give each student a different word to write independently.

• Students reread all three or four words after the spelling is complete.

• If the student is still having difficulty, the student stretches the word sound by sound and listens for each sound, or the teacher stretches the word by exaggerating the difficult sound.

• If any misspellings, the student crosses out or covers up the word and rewrites it before going on to the next word.

• It is helpful for the teacher to have a half-sheet of colored paper for each student to use to cover words after they write them. The paper also deters other students from copying each other in a group setting.

Sight Words: Reading

• Teacher refers to the district core-reading curriculum for the sequence of sight words or high-frequency words students need to know by grade level.

• Teacher uses either a white board, a sheet of paper, or any material that ensures all students can see the words.

• Teacher prints the new sight word at the top of the material and then writes rows below with other previously introduced sight words, along with a new word.

• Each day a new sight word is introduced, or sight words are practiced for review.

• Teacher explains that some words occur so frequently in reading that it helps to remember them by sight. Sight words are never sounded out, but they can be spelled out loud.

• For certain words—such as no and know, or contractions—the teacher gives a brief example of its use with the sight word in a sentence.
Overview

• Teacher models to group how to read, spell, and repeat the new sight word.

• The group reads the word, then spells the word orally and reads it again.

• The group proceeds to read the sight words in the rows. When a sight word is missed, the teacher points to the word and reads it. The group reads the word, spells the word orally, and reads it again. After error correction, teacher has the group start to read from the beginning of the row. If the first word in a row is missed, the group rereads the prior row.

• Each student should have the opportunity to read 3–4 words alone.

• If students are having difficulty with the more frequently used sight words, teacher reviews using flash cards prior to reading.

• Teacher maintains a pocket chart, a wall chart, or index cards on a ring to introduce sight words for review.

Sight Words: Spelling

• Students need a pencil and a spelling notebook or sheet of paper.

• Teacher selects 3–4 sight words that have already been taught.

• Teacher reviews difficult words on a white board or piece of paper before students begin the spelling routine.

• Teacher says a word. The group repeats the word, writes the word, and reads the word.

• Teacher corrects errors immediately. Student covers or puts a line through the missed word. Teacher says the word; then, the student repeats the word with the teacher, writes the word, and reads the word.

• One of the words can be a different word for each student, ensuring independent practice for each student’s needs once the routine is established.

• Group rereads the 3–4 words.

• It can be helpful for teacher to use a half-sheet of colored paper for students to cover their spelling and to deter students from copying in small groups.
Overview

Sight Words: Reading Sentences

- Teacher preplans 2–4 sentences using already taught sight words and decodable words at the Star Reader’s level.

- Teacher writes sentences on an overhead, a white board, or any material that is easy for the group to read.

- Group reads the sentences as the teacher points to the words.

- Teacher corrects errors immediately. If a sight word is misread, teacher provides students with the word. If a decodable word is misread, teacher directs students to the difficult part/sound in the word and has students try the word again. Students reread the entire sentence to provide immediate practice of the difficult word in context before reading the next sentence.

- After the group has read, each student reads one sentence independently.

Teaching the Silent e Rule

- Teacher creates two sets of vowel sounds—each with a key word and picture—on individual cards or a sheet of paper: one with the CVC short vowel pattern and one with the CVCE long vowel pattern. (Teacher may use other materials from the district curriculum.) The vowel sound cards can be different colors, or the print should be a different color, to differentiate the two types of short and long vowel sounds. Teacher keeps the terminology the same as that used by the district core-reading curriculum.

- Once the silent e rule has been introduced, teacher prepares words (on paper, white board, overheads, or flash cards) that can be changed by putting a silent e at the end. Teacher should present words that do and do not have the silent e at the end for the group to read and practice. Teacher writes the words randomly across the page so that the students have to make a conscious effort to think about the rule and practice.
Overview

• As an introduction to the silent e rule, teacher models that the vowels have two sounds:
  
  o Short vowels: “The vowel doesn’t say its name in short words without an e.” The teacher then models short vowel sounds and related key words. Next, the teacher and the group say the vowel sounds and key words together: “/a/ sound as in apple.” Students then repeat with the teacher.
  
  o Long vowels: “The vowel’s name is one sound.” The teacher first presents each vowel name and key word for the long vowel sound. Next, the teacher and the group say the vowel names and key words together. Students then repeat without the teacher.

• Teacher tells students that there is a trick or rule that helps to know which vowel sound to use when a word has an e at the end: “If you see a word with an e at the end, the vowel in the middle says its name and the e is silent.”

• Teacher presents the cards or materials having the words using the short vowel sounds. Teacher draws attention to the fact that there is no e at the end of a word by saying: “Is there an e at the end of the word?” It helps for teacher to have the group think about the rule before they read the word. Teacher says: “Think,” which allows the group to process the rule and sounds. After just a few seconds, the teacher says: “Read.” If a student incorrectly makes the vowel in the middle say its name, teacher asks: “Is there an e at the end of this word?” and “Should the vowel in the middle say its name or its short sound?” If the student seems uncertain, the teacher provides the information and has the student reread the word before the group goes on to the next word. If students make errors, teacher corrects immediately and then repeats the process.

• The group reads a few word pairs—for example, “hat, hate”—and then individual students read 2–3 word pairs alone.

• When students make errors, teacher has students focus on whether there is a silent e at the end of the word to help decide if the middle vowel says its name or its short sound.
Common Word Endings: Reading

- Teacher preplans words that may easily be combined with the endings -s, -ed, -ing, and
- -y. Teacher prepares base words on a card, individual cards, a sheet of paper, or a white board. The teacher then has the group read words with the endings added.
- Teacher has students notice that sometimes the s added to the end of a word says /s/ and sometimes /z/. The teacher says: “Use the sound that sounds right when you are talking.” Teacher may need to model the correct way to pronounce words.
- When the -ed ending is introduced, teacher adds the ending to words that actually have the /ed/ sound, such as toasted, raided, patted, or pointed. Following lessons, teacher addresses words in which -ed has the sound /t/ as in jumped or golfed and the sound /d/ as in bowed or grabbed. The lessons give practice in trying each of these sound endings to hear the sound (word) we use every day.
- Other endings are done in the same manner as above. Teacher teaches the endings and models by adding the sounds to appropriate words. The group practices with the teacher, and then the group practices with the teacher’s support.
- In individual practice, each student reads 3-4 words each lesson.

Multisyllable Words: Reading

- Teacher prepares several simple compound words that will be used for the initial multisyllable word-reading lessons. Teacher refers to core-reading curriculum or uses a published resource for a list of words to use.
Overview

• **Compound words:**

  o Teacher models the simple compound words first. Teacher says: “This is a long word that is easy to read when you look for smaller words, or a compound word.”

  o Initial presentation of compound words can be on an overhead, white board, or any material that makes it easy for the teacher to cover the first or second part of the word while students try to read the other part.

  o In guided practice with compound words, teacher covers the second word of the compound word and asks the group to read the first part.

  o Once the first word is read, teacher either covers the first word and has students read the second word and then put the two word parts together or uncovers the compound word and reads it along with the students.

  o It is helpful for teachers to start the routine with covering up the second word part before having students read compound words.

  o Teacher provides independent practice of reading only compound words before moving on to other longer words such as *together*.

• **Multisyllable words:**

  o Teacher models with words that are not compound but multisyllable by saying: “These words have two syllables or parts like in the word _____.” Teacher uses the term *syllable* regularly in the following lessons.

  o Teacher shows students how to break words into syllables (each syllable has a vowel) and read each “chunk” (for example: *el-e-phant*).

  o Teacher can also have students read words already broken up in syllables (for example: *tor na do, in tend ed*).

  o Teacher can practice with students how to read whole words by visually breaking them into syllables and then reading the word (for example: *infected, in-fect-ed*).

  o Teacher may need to prompt: “First read each syllable at a time and then read the whole word together.” Teacher models the process when an error occurs.

• Teacher uses preplanned words and reminds the group to look for word or sound parts they know as they begin the process.
Overview

Contractions: Reading

• Teacher preplans and prepares contracted-word materials on chart paper or a white board, or something similar. It is up to the teacher if reading contractions are a separate activity or are integrated into reading sight words.

• Contractions are always taught as sight words; they are not sounded out.

• Teacher models by saying: “This is called a contraction.” Teacher tells the words from which the contraction is derived. The teacher and students name the apostrophe while spelling the word. The teacher may present both words of the contraction to clearly show from where the contraction originates.
  
  o Teacher says: “We like to talk fast, so instead of could not we say couldn’t.” Teacher may also use: “This means could not.”

• In guided practice, the teacher presents the contraction, tells the group the word, and has the group read the word and spell it out loud like they do other sight words.

• Teacher proceeds with a list of words with contractions; the list could also include other review sight words.

• After some words are read as a group, the teacher points and has each student read a couple of words independently.

• When students miss a contraction, the teacher points to the word and reads it. The group reads the word, spells the word orally, and then reads it again. Teacher points to the beginning of row to reread words.

Contractions: Spelling

• Teacher provides pencils, paper, or student notebooks. Teacher uses the same procedure for contractions and sight words.

• Teacher may need to model how to spell some contractions for review before students practice spelling them.

• Teacher says the word, and then students write the word and read it back to themselves.
Overview

• Teacher corrects errors immediately. If a student makes an error, teacher says the letters of the contraction as it is written on a white board and rereads the word. The student covers the misspelled word and rewrites the word.

• It is up to the teacher if spelling contractions are a separate activity or are integrated into sight-word spelling. Teachers should refer to district core-reading curriculum for sequence of contractions.

READING COMPREHENSION ACTIVITIES

Teach Book Reading Routines

• Teacher coordinates district curriculum books with the elements taught daily and with the level of the reading ability of the daily Star Reader in mind.

• Teacher selects books or short passages, keeping in mind that all students will read the book or passage.

• Teacher can introduce the reading with a brief description of what it is about, or the students may provide information that they have about the book or the topic. Students should be told that they will be called upon by the teacher during any point of the reading to answer questions, to ensure that the readers are engaged in not only the words but also in the meaning of text.

• The Star Reader reads the text alone as other students point to the words while reading along with their eyes. Pointing helps reading accuracy and assists the teacher in monitoring all students. Teacher models by pointing when reading.

• To check understanding of the text during and after reading, the teacher asks questions about the reading such as: “Who or what are we reading about?” “What can you tell me about what just happened in the story?” or “Why do you think the character did that, and what do you think the character will do now?”
Overview

• Questioning should be short and answers brief so there is time for rereading the book/passage. Teacher guides students with a second reading choice such as the following:
  o Students read individually, with turn taking if all are on the same reading level.
  o Students read chorally together; teacher joins in if there are difficulties.
  o Teacher and students read alternate lines.
  o Students read quietly to themselves as teacher monitors each student.
  o Students partner read.

• Teacher corrects errors immediately by providing the sight word or by specifically guiding the student to the portion or sound in the word that needs to be corrected. The students may be directed to sound a word out and then say it more quickly.

• After a student error, teacher directs students to reread from the beginning of the sentence.

• Teachers model and prompt for fluency, especially on the second reading, to read like real people talk or read a little faster.

Introduction: Activate Background Knowledge While Reading

• Teacher preplans this introduction group lesson with the purpose of helping students to understand that reading brings back memories through a connection to the text. Memories are a part of our background that help us create a connection so that we can better understand things that we read.

• Teacher creates or finds from published resources a large chart titled “Memories or Connections,” on which entries will be made of things that we remember as we read. Below the title, teacher creates several entries, all starting with, “This helps me remember that ______.” Teacher creates desk-size graphic organizers of the same chart for use later in a group, or teacher can give students sentence strips so they can write a connection to their memory. Teacher mounts the chart where it is clearly visible and where the teacher and/or students have easy access to write memories or background knowledge as it is relayed.
Overview

- Teacher models for the students how to activate the background knowledge while reading. Teacher mounts a Memories or Connections chart on the wall to record memories as the text is being read. Teacher tells students that “text” means any printed materials with words, such as books and passages they see in their classrooms.

- Using the school curriculum, teacher chooses a couple of books that have vivid illustrations and familiar topics that will be readily understood. Such books might include things like going to the beach or park, or stories about seasonal things appropriate to the region, such as playing ball or sledding down a hill.

- Teacher chooses a story and reads it out loud as students follow or read with the teacher. Teacher stops at the end of a page or part and models how the words bring back memories. Teacher tells the students that memories include such things as the following:
  - Something you have done
  - Something you can do
  - A place you went
  - Something else you have read

The things that we have in our memory help us to understand things that we read. The teacher gives an example of how something read can inspire a personal memory and help the reader understand what a person in the story might do (or not do) next. This initiates the concept of prediction while reading. Teacher writes on the chart, “This helps me remember that ________.”

- In guided group practice with students, the teacher reminds the students to think about things they remember while the book is being read to them. Teacher tells students that they will be asked to relate a memory as the teacher reaches predetermined places in the book. At different places in the book, teacher gives each student the opportunity to relay a memory to make a connection to the text. The teacher asks students if something they know about might help them predict what might happen next in the story. The student completes the sentence, “This helps me remember that ________.” The teacher helps create a simple complete sentence (not a whole story), and the teacher or student writes it on the Memories or Connections chart, or on a sentence strip.
Identify Text-to-Self Connections

• Before the lesson, the teacher makes a text-to-self connection poster or finds one from a published resource. The poster should have prompts like the following for students to make connections to the story and their own lives or feelings.
  
  o This reminds me of….
  o I understand how the character feels because….

• Teacher looks for a text from which students can relate to at least two things. Teacher marks with sticky notes a couple of places in the book with which the teacher feels a connection. Teacher has a couple of blank sticky notes ready for students’ connections.

• Teacher shows students a book cover and says: “Have you ever read a book that reminded you of something you have seen or experienced at school or at home?”

• Teacher models for students how to make a text-to-self (TS) connection by reading a book out loud to the students.
  
  o Teacher introduces the title of the book to students while students listen.
  o Teacher reads a couple of pages and discusses.
  o When teachers get to a page to make a personal text-to-self connection, they stop and explain to students their text-to-self connection with the story. Teacher says: “This reminds me…” Teacher then puts a small sticky note with a “TS” to mark where a text-to-self connection has been made.

• In guided group practice, teacher gives students their own small sticky notes. Teacher continues reading and tells students that they can raise their hands when they have their own text-to-self connection.

• Students briefly share their own text-to-self connections by saying: “This reminds me…” Students put their own sticky note on the page where they had a connection. Teacher points to the text-to-self poster or paper to scaffold students on what to think and say.
Overview

• It can be helpful for the teacher to call on some students who may not think they have a connection to the pictures. Teacher may need to ask a direct question like: “What do you know about ________?” or “How do you feel when ________?”

• Teacher may need to model this routine with another book on another day.

• In independent practice, once students are comfortable with the routine, they work in groups or pairs as they all read the same book. Students then take turns raising their hands and placing sticky notes in their books to share text-to-self connections. Teacher monitors groups of students.

• When students make errors or forget procedure, teacher models the process again, encouraging students to make text-to-self connections in any reading they do in their lives to help them understand the text.

Make and Check Predictions in a Book

• Prior to lesson, teacher makes or finds from a published resource a graphic organizer that can be used to make and check predictions in a book or passage. The graphic organizer should have a place to indicate whether the prediction is correct or incorrect.

<table>
<thead>
<tr>
<th>Text-to-self connection</th>
<th>I predict that…</th>
<th>Verify: My prediction was…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Teacher creates the graphic organizer on an overhead or draws it on a chart tablet. Student versions of the graphic organizer should be made for the group and individual practice.
• Teacher provides a text that will be used to model the process. Teacher should choose texts that have intrigue or surprise endings, such as children’s mystery or simple science books. Texts that will be read only by the teacher as well as student-level books are required. Teacher should make sure that some connections may easily be made in either the title or early illustrations of the books or passage.

• Teacher preplans text-to-self connections that will be used to model and marks the places in the books with sticky notes as a reminder.

• Teacher models the text-to-self connection by introducing the first text. Teacher writes the title on the graphic organizer chart, then reads the title of the text and pulls out a sticky note. Teacher tells students that the title brings a text-to-self connection to mind. Teacher reminds students that connections help us to understand what we read.
  
  o Teacher writes “TS,” which stands for text-to-self connection, on the sticky note and places it on the title while verbalizing the connection made. Teacher says: “I remember that happening once. It makes me think that _________ will happen because _________. I could also say I predict that _________ will happen because _________.
  
  o Teacher fills in the graphic organizer where the statement says, “I predict that…” Teacher says: “Predict is another way of saying think or guess, but not the kind of guess you just make up. It is a smart guess because you know something about the topic from your TS connection.”
  
  o Early in this process, teacher should provide an example of an incorrect prediction and remind students that the process is not about always being right.
Overview

• Teacher continues to read the story and directs the students to think not only about the validity of the prediction already written but also about other possible predictions. When the prediction is correct, teacher says: “I know the prediction is right because ________.” Teacher places a check mark or plus sign, or writes “correct,” in the verify box to signify that the prediction was correct.

  o Teacher should stress that it is the process of questioning and relating to connections that helps make predictions and helps better understanding of the reading. Teacher models an incorrect prediction and says: “I know the prediction was wrong because ________.” Teacher should tell students that it is OK to make an incorrect prediction, since authors sometimes try to surprise readers with the unexpected to keep them interested. Teacher tells students that sometimes an event is unexpected because the reader does not have any connection to a topic or the TS connection in someone’s life is different from what is in the book. Teacher places an X or writes “incorrect” in the verify box to signify that the prediction was not right.

• Teacher continues reading the book and asks students to make TS connections and predictions. Teacher has students tell why they think something will happen by saying: “I predict that ________ will happen because ________.” Teacher goes through the steps of checking the prediction when coming to the appropriate place in the book. Each student should be involved in making text-to-self connections, placing sticky notes appropriately, verbalizing as well as writing the predictions (teacher may help with the writing to speed up the process), and finally verifying the predictions’ accuracy.

• In guided practice on another day, teacher selects one of the student-level reading books or a passage that students will read. Teacher guides the group and monitors their work while students fill out their own graphic organizers.

• In independent practice, once the students understand the process, they may work together as partners or individually on a book at their level of reading. Teacher monitors and assists, or models again if required.
Identify Text-to-Text Connections

• Before the lesson, teacher can make a text-to-text connection poster or find one from a published resource. The poster should have reminders that connections are being made from one text to another or between parts within a book or passage. The poster should include phrases such as the following:

  o “I remember reading __________ in another book. It said __________.”
  o “How is this text the same as or different from other things you have read?”
  o “This helps me understand __________.”

• Teacher looks for texts that students can easily make connections between. Teacher marks, with sticky notes having “TT” (which stands for text-to-text connection) on them, a couple of places in two books where the teacher will model connections between the texts. Teacher should have sticky notes marked with “TT” ready for students to practice text-to-text connections.

• Teachers need to select additional texts for instruction of connections within a book or passage once the connections between texts in different books or passages are understood. Both fiction and nonfiction books or passages may be used for the text-to-text connection instruction.

• Teacher introduces the poster and gives a brief description of what a text-to-text connection is. Teacher tells students that a text-to-text connection is a connection or link to something in a text from another text they have read before.
Overview

• Teacher chooses a text and reads it out loud as students follow in, or read with the teacher from, their own book.

  o Teacher stops at the end of a page or part and models how the words bring back memories about another book. Teacher says: “I remember reading _________ in another book. It said _________.” or “This book is the same as (or different from) _________ because _________.”

  o Teacher places a sticky note with a “TT” on it on the pages where a text-to-text connection is modeled.

  o Sometimes students will confuse their connections. The teacher should explain how a text-to-self connection is different from a text-to-text connection. As a useful tool to support visual learners, teacher should also have texts to show students the two books or passages that a reader has connections with.

• In guided practice, teachers stop halfway through the book or passage to give students their own sticky notes on which to write “TT.” If teacher needs to read a whole book to model, then the next lesson provide guided practice.

  o Teacher tells students that their job is to read along and raise their hands when they have a text-to-text connection. If the book or passage is too hard to read, then teacher reads and students follow along, thinking about text-to-text connections.

  o The students put their own sticky notes on pages or part of passage where they have a connection or link to something already read in another text.

  o Teacher prompts students to put into their own words the text-to-text connection, saying: “I remember reading________.”
Overview

• In independent practice on another day, the teacher picks a text that the students can read and that has connections with other texts students have read before. The students have their own sticky notes with “TT” on them, and while taking turns reading, students individually stop to talk about their own connections. Students can work in pairs as teacher monitors them.
  
  o Before students work in pairs, teacher models what “pair work” looks like so students have a clear expectation of what to do.
  
  o To help students stay on track, teacher can provide a prompt card to remind them what to say: “I remember reading ______.” or “This text is the same as _________ because________.”
  
  o When needed, teacher scaffolds or models the procedure again.

• As students read other books after this lesson is introduced, teacher encourages them to make text-to-text connections with all reading in and out of the classroom.

Identify Characters and Setting in Story Structure

• Before the lesson, teacher writes on a white board, sentence strips, or chart paper the definitions of the characters and setting in a story, following the same wording found in district core-reading materials. Teacher can also find a graphic organizer for story structure from a published resource for the overhead or draw the graphic organizer on a chart tablet. Teacher will also need a student version of a graphic organizer for group and individual practice. In this activity, the teacher will be adding story elements “character” and “setting” to a graphic organizer as they are introduced.

• Teacher picks an appropriate book in which students can easily figure out the characters and the setting. Teacher also has copies of another book on the appropriate reading level.

• Teacher explains that every story has characters and a setting. Teacher defines the words character and setting and asks students to give examples from books they may have read. Teacher can also have students read the definitions out loud with the teacher.
Overview

• Teacher talks about how characters and setting can change in a story and tells students that their job as teacher reads out loud is to identify the characters and setting in different parts of the book.

• Teacher models by reading a book out loud. At the beginning of the book, teacher talks about the picture and about what is going on in the story to figure out the setting. If using a graphic organizer, teacher fills out the section for the setting and characters. Teacher continues reading, talking about new characters and if the setting changes. If there is confusion about the setting, teacher asks students: “Where did most of the book take place?”

• In guided practice with the group, teacher reads a different book or students take turns reading their own copy of the same book. Teacher reviews definitions of character and setting and, to check for understanding, continues to ask students to state the definitions in their own words.

• On another day, for independent practice the teacher has students read a book on their level and fill out a graphic organizer identifying the characters and setting.

Identify Sequence of Events in Story Structure

• Before the lesson, teacher draws on a chart tablet or finds from a published resource a graphic organizer for story structure that includes the elements of “setting,” “character,” and “sequence of events.” Teacher uses the same wording as the district core-reading materials. Teacher will also need a student version of a graphic organizer for group and individual practice. The focus of this lesson is to build on story-structure elements and introduce the sequence of events.

• Teacher picks an appropriate short storybook in which students can easily figure out the setting and characters, and that has a sequence of events in the story line. Teacher should also have copies of another book on an appropriate reading level.
Overview

- Teacher explains that some stories have a sequence of events, or an order in which things happen.
  
  - Teacher defines the word *sequence*. It is helpful if teacher models a series of objects or pictures that show a sequence of events for students, such as what a student does before coming to school. Teacher also defines the word *events*.

- Teacher has available sticky notes with numbers on them to place on pages where important story events are happening.

- Teacher models how to identify the sequence of events in a short story the teacher reads out loud.
  
  - At the first reading, teacher tells students that he or she will read the story out loud and identify the characters and settings while they think about important events that happen. Students listen and watch the teacher. Without taking a lot of time, the teacher or student writes down the character and setting on the graphic organizer.
  
  - At the second reading, teacher models where important events are happening by asking students: “What is happening now?” and then putting a sticky note with a number to define whether the event happened first, second, or third. Teacher or student writes down the event on the graphic organizer. Teacher may need to only model one or two events.

- For guided group practice, teacher repeats the same procedure by first reading the book out loud, or students can take turns reading a page. Each student has sticky notes to help identify the events in order. Students as a group fill out a story map or graphic organizer of the events. Teacher should keep the description of events short to keep up the pace and for less writing.

- Teacher may need to repeat guided practice on another day.

- In independent practice, students read their own books, have their own numbered sticky notes, and fill out graphic organizers on their own. Teacher reminds students to first read through the book once to figure out the characters and setting, while also paying attention to events that happen in the story. At the second reading, students find the events and record them.
Identify Problem and Solution in Story Structure

- Before the lesson, the teacher creates or finds from published resources a story-structure graphic organizer that contains areas for character, setting, events, problem, and solution. The teacher uses the same wording for story structure as used in the district’s core-reading materials. The teacher places all of these elements either on a chart tablet or overhead. The teacher provides students with copies of a blank story structure organizer for group and individual practice. On sentence strips or a chart tablet, the teacher writes out the questions “What is the Problem?” and “What is the Solution?”

- The teacher chooses a book already used to learn character, setting, and events and that has a clear problem and solution. Prior to the lesson, the teacher writes on the chart tablet or overhead the character(s), setting, and events that were discussed and covers these elements with a piece of paper. The new elements—problem and solution—will be filled in later. Other books whose characters, setting, and events were discussed will be used for group and/or individual practice of problem-and-solution learning.

- The teacher reintroduces the book and reminds students that they have already been through the book and so now can probably recall each of the story elements. The teacher goes through the chart quickly, asking students for information and removing the coverings to verify that the story elements have recalled accurately. The teacher reminds students that they remember all of this information because they have filled in one of these organizers before.

- The teacher tells students that there are two more things that need to be learned about a story: the problem and the solution. In the story that has already been read, the character(s) had a problem. The teacher discusses that a problem is something that goes wrong for the character or that the character is unhappy about and does not know how to fix. A story also has a solution, which is how the character’s problem is solved, or fixed. The teacher refers to these two words on the previously prepared large chart tablet so that it is evident that the problem comes before the solution.
When introducing the problem and solution, teacher points to the graphic organizer and discusses each of the events and what might be wrong. Teacher asks students: “What was the character’s problem?” Teacher tells students that sometimes the problem is not easy to figure out by just thinking and that rereading parts of the book or rereading the events students have written may help. When students determine the problem, teacher writes it on graphic organizer. After reading each of the events, teacher asks: “What was the solution to the problem?” Teacher then asks students why they think the character’s problem is solved. Teacher writes in the solution to the problem.

For guided group practice, teacher brings out another book that the class has read. Using another chart tablet or overhead graphic organizer with only the story title and events filled in, teacher works through the elements for this story structure with the students. Teacher rereads the book out loud or has students take turns reading parts. The focus is to fill in the remaining parts of the graphic organizer.

The students provide all of the answers (with the teacher’s direction, where needed) for the character(s) and setting. Using the sentence strips as a prompt teacher asks: “What is the problem?” Teacher lets the students think about the problem and give responses, but if this seems difficult or the problem is unclear, teacher continues reading the book a page or a part at a time. Teacher assists by asking questions about some of the related events to guide students into understanding the problem. Once students understand the problem, teacher writes the problem in one sentence on the graphic organizer. Teacher then works through each of the events (remembering to use a sticky note to identify each event). Teacher asks students to think about the events and to identify how the problem could be solved. Teacher then reads the last item on the story structure chart: “What is the solution?” Teacher records a simple sentence that tells the solution to the problem.

In independent practice, once students are comfortable with the routine, they may work in a group or pairs with a new book. The objective is for each student to eventually be able to work through this process independently. Teacher provides each group with a student version of the graphic organizer. Groups or partners will practice reading, discussing parts, and filling in the story-structure elements. Teacher listens and assists in the discussions and discovery of the elemental answers where needed. Teacher provides assistance and directions, either rereading parts if something is misunderstood or returning to modeling the process step(s) where needed.
Identify Main Idea

• Before the lesson, teacher creates or finds from published resources a graphic organizer for the main idea in a nonfiction text. Teacher creates student versions of main-idea processes for group and individual practice. Teacher writes the elements on either chart paper or the overhead for the photo/illustration modeling of the main idea.

<table>
<thead>
<tr>
<th>Find the topic: “Who or what is this mostly about?”</th>
<th>Main idea: “Most important thing about the topic”</th>
</tr>
</thead>
</table>

• Teacher locates appropriate-level nonfiction books from the district’s core curriculum. Teacher picks a few books in which some images are simple but that have a topic and main idea. Teacher flags these simple images with a sticky note for guided group practice. Teacher locates other books at the student level of reading that are not too long and that have passages conducive to finding the main idea in paragraphs, in parts, or on pages. Books should have text features to assist in teaching the preview, predicting, and reading steps.

• In guided group practice, the teacher fills in a few lines on chart paper or the overhead, listing a topic, a main idea, and details.

• Initially using only one of the who or what questions to simplify the process, teacher asks: “Whom do you think this is mostly about?” or “What do you think this is mostly about?” Teacher specifies that only one- or two-word responses are needed. The teacher models the first few times until students grasp the idea. Teacher explains that the who or the what refer to the Topic and writes the topic on the chart or overhead. If students bring up things such as the details of the illustration, teacher acknowledges that those are important but that the first step is to identify the who or the what in the book.

• Teacher points out that the who or the what is not always a singular. Teacher includes illustrations that have more than one thing so that, as an example, the who can be a family or the what may be horses.
Next, teacher asks: “What is the most important thing to know about the topic?” Teacher models how to determine the most important thing by giving examples. Teacher tells students that the most important thing about a topic is called the **Main Idea**. Teacher writes the main idea on the chart.

Lastly, teacher points out the other things in the picture that are not as important but still relevant for understanding the topic a little better. These are called **Details**.

In Day One of guided group practice, teacher continues through more photos and illustrations, assisting the students in identifying each of the elements. Teacher continues to fill in the chart.

In Day Two of guided group practice, teacher models the process with a preplanned book in which sticky notes have been placed to tell where to start and stop reading. Teacher puts up the graphic organizer, which he or she will fill in. Teacher extends the process to reading a book, part, or page at a time.

Teacher draws attention to literary features such as headings, key words, labels, and special print. Teacher models the preview reading of text features and stresses the importance of making connections and predictions, which will help when the text is read for the first time.

Teacher tells students that the reason for previewing, connecting to text, predicting what will happen, and making notes is to help them learn from the text.

Teacher reads the page/part and finds the topic—who or what the text is mostly about. Teacher fills in the topic portion of the graphic organizer. Teacher tells students to think about the most important thing that the author wants us to know about the topic. Teacher discusses possible main things with students, finally narrowing it down to the correct one and writes it on the graphic organizer. The group goes through this process part by part, and the students join in as they start to understand. Teacher scaffolds or reteaches a step as needed.

After completing all the parts of the book, the teacher models how to read the listing of main ideas and tells students that this process helps them learn about what they are reading. Teacher keeps some of the filled-in graphic organizers from Days One and Two to be used in the summarization step of comprehension strategies.
• In Day Three of guided group practice, teacher puts up a large graphic organizer drawn on chart paper or on an overhead, giving each student a student version. Using a book with preplanned start and stop points, teacher models and assists students in going through each of the main idea steps. The teacher may read, or students may take turns reading the parts if the reading level is appropriate. The students take turns on different days rereading their main-idea points to summarize what they learned in the book.

• In independent or partner practice, teacher continues using student-level books only after days of practice and when the teacher feels that the students can identify a topic and main idea. Teacher monitors students as they work through their own books, and corrects or reteaches where needed.

Summarize Information

• Before the lesson, teacher uses core-curriculum materials, such as texts used to identify the main idea lesson, to teach summarization. It is easier to model with a text used in the previous “Identify Main Idea” lesson.

• The graphic organizers include the list of topics, the list of main ideas from the book, and a blank column for teacher to model how to combine sentences to summarize information from the book used in the previous main-idea lessons. Students will need their own graphic organizers:
  
  o One prefilled with the same information as teacher’s version for group practice and for putting together sentences.
  
  o Others prefilled with topics, main ideas, and a few sentences combined from books students have not read yet. Students will finish putting sentences together.
### Overview

<table>
<thead>
<tr>
<th>Topics</th>
<th>Main Ideas</th>
<th>Combine Sentences to Summarize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dogs</td>
<td>Dogs live on farms to protect livestock.</td>
<td>Dogs live on farms to help, protect, and herd sheep.</td>
</tr>
<tr>
<td>Dogs</td>
<td>Dogs live on farms to help farmers herd sheep.</td>
<td></td>
</tr>
<tr>
<td>Dogs</td>
<td>Dogs need dog food in order to survive.</td>
<td></td>
</tr>
<tr>
<td>Dogs</td>
<td>Dogs need shelter like a doghouse or live in people’s homes.</td>
<td></td>
</tr>
</tbody>
</table>

- Teacher has the main-idea graphic organizers that were completed in earlier lessons and finds core-curriculum or published materials for topic and main-idea merging and summarizing.

- In guided group practice, before class teacher writes on a white board or chart paper pairs of sentences that have related topics. Teacher then tells students that the sentences each have a main idea but the topic (remind students that this is the who or the what) is the same.
  - Teacher says: “We are going to learn to put sentences together as a step in learning how to read and summarize, or simplify what we learned in a reading.” Teacher tells students that this type of summarizing helps them remember what they learn.
  - Teacher demonstrates on the first couple of sentences how the identical topics are identified and circled. Teacher rewrites the two sentences into one, modeling how the duplication topic word is removed, along with a period, and how the word “and” is used to merge them. Teacher works through several pairs of sentences, asking for student assistance while guiding them.
  - Each core curriculum has its own unique way of finding and marking topics, crossing out duplication of information or editing marks, and merging sentences. Teacher follows core-curriculum guidelines.
Overview

- In Day One of guided group practice, teacher writes the graphic-organizer topic and main-idea sentences on a chart tablet or overhead for the students to see. Students practice the topic-merge process to create one sentence that they write on their own student graphic organizers. Teacher observes, corrects, and teaches where needed.

- In Day Two of guided group practice, teacher teaches main-idea merging of topics at the sentence level. Teacher uses graphic organizers that present topics and main ideas for those topics. Teacher re-creates a graphic organizer on a large chart tablet to demonstrate the process. Since the merging of main ideas for a topic in a few sentences, and using pronouns to replace the topic in a following sentence, is not simple to convey, teacher should be prepared to provide plenty of practice, with enough materials for different days. Teacher provides opportunities for students to help teacher with editing needs, using markers on the main graphic organizer. Teacher can save a couple of lines at the end for students to fill out independently.

- Independent or partner practice follows when students are ready to work individually with much less teacher help. Teacher uses published material or makes graphic organizers completed in the main-idea lesson so students can continue to practice combining sentences.

- It is helpful for teachers to have the students start with the graphic organizer completed in the first step of the main-idea lesson since working with familiar topics and main ideas makes it easier for them to get started independently. A student can always fill out a section of a graphic organizer independently. When one or two familiar-book graphic organizers have been completed, teacher has students use new materials.

- As an extension to this activity, students can write down on notepaper the summary of combined sentences. As with the other activities, teacher models how to write the summary, and provides group and independent practice.
**Overview**

**Identify Cause and Effect**

- Before the lesson, teacher writes on a white board, sentence strips, or chart paper the definitions of *cause* and of *effect*, using the same wording and definitions found in the district’s core-reading materials. Cause and effect can be used with a narrative or an expository text. Teacher can find a graphic organizer for cause and effect from a published resource for the overhead or draw one on a chart tablet. Teacher will also need a student version of a graphic organizer for group and individual practice.

- Teacher picks an appropriate book from which students can easily figure out cause and effect from teacher modeling and questioning. Teacher also has copies of other books on an appropriate reading level for group and independent practice.

- Teacher preplans some everyday real-life scenarios and writes a cause on a large chart tablet.

- Teacher writes on a sentence strip a sentence that has a cause and an effect. Teacher models the definition of *cause* (why something happens) and *effect* (the result of something happening).

  Example: A hurricane hit the city, so all the schools were closed.

  (Cause) A hurricane hit the city

  (Effect) All the schools were closed.

- Teacher leaves the effect side blank, to be filled in during the lesson. Teacher reads the cause: “Why something happens.” Students come up with the effect, or event that happens.

<table>
<thead>
<tr>
<th>Cause: Why something happens</th>
<th>Effect: “What happened? This happened because________.” (events)</th>
</tr>
</thead>
<tbody>
<tr>
<td>He didn’t wash his hands.</td>
<td>• ___________________________</td>
</tr>
<tr>
<td>She didn’t want to be late for school.</td>
<td>• ___________________________</td>
</tr>
<tr>
<td>A blizzard hit overnight.</td>
<td>• ___________________________</td>
</tr>
</tbody>
</table>
Overview

- In guided group practice, teacher tells students that in all types of literature, fiction as well as nonfiction, things called events happen, and these things happen because of, or due to, a cause. In other words, the cause is why something happened.
  - After a few examples, teacher reads a preplanned book in which some causes have been written on a chart under the “Cause” heading.
  - Teacher reads the book or students take turns, stopping at predetermined places. Teacher reads the first cause on the graphic organizer and says: ”What happened?” The effect is then written under the “Effect” column.
  - The terms why, how, or what are key words to use when asking the reason for something happening. Teacher goes through the book and looks at the causes listed, and then completes the “Effect” column.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect: “What happened?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>List causes in book</td>
<td>While reading list effects (events that happen)</td>
</tr>
</tbody>
</table>

- On another day, teacher has a student-reading-level book and a blank graphic organizer on an overhead or chart tablet. Each student should have a student version of the graphic organizer.
- Teacher reads a section of the book and thinks aloud to determine a cause for something happening. Teacher and students ask themselves the cause of the effect. Teacher models how to fill out the first cause. When the reason is determined, teacher writes it on the “Cause” side of the graphic organizer.
- Teacher asks students what happened after the cause—the effect, or the event that happened. Teacher models how to fill out the first effect, which is then written on the “Effect” side of the organizer.
Overview

- Teacher reminds students to think of why, what, and how something happened in response to an event that actually happened. Teacher goes through this book and others as needed to give students enough practice not only to fill in the graphic organizer but also to ensure that they are asking themselves the right questions and making connections for comprehension.

- If needed, teacher may repeat the guided practice with another book, scaffolding students to figure out the cause, and then discussing the effects, or the consequences of an action. A possible scaffold is providing a graphic organizer with a few causes filled out, the teacher letting students fill in the rest.

- Independent or partner practice with blank graphic organizers proceeds when the teacher determines that the cause-and-effect concepts and process are understood.

- Teacher reviews the cause-and-effect concepts and questioning before the students begin reading the book and filling in their organizers. Teacher monitors students to provide review or teaching where needed.
Explicit Phonics
Sample 4-Day Lesson Plans
Sample Lesson Plans

45-Minute Lesson 1 (Day 1)

Student 1: Star Reader

Teacher Materials

- sound cards
- white board
- card stock for a list to write sounds on
- student paper
- notebook or journal for spelling
- pencils
- Elkonin sound-box cards
- books to model
- practice comprehension skill

PHONICS SKILLS INSTRUCTION (15–20 mins.)

Sound Review: /f/ /m/ /h/ /e/ /g/

- Teacher selects five sounds or spelling patterns that the Star Reader needs to review from core-reading curriculum scope and sequence. Student assessments are used to determine the sound review choices.

- The sounds selected for review do not include those that will be introduced in the next component.

- Teacher writes the five sounds on a material such as a white board, a piece of paper, or index cards.

- The group reads each sound as teacher points (or holds up a card), and then each student reads all five sounds alone.

- If students make an error, the teacher says the sound followed by a key word: “The sound is /e/ as in elephant.” Teacher asks students to make the corresponding sound. Students repeat with the teacher and then reread the five sounds. Individual practice follows.
• It is helpful for the teacher to refer to the core-reading curriculum for key words used for each sound, to cause less confusion for students when prompting: “The sound is ___ as in ______.” Teacher asks students to make the corresponding sound.

• Teacher should always model sounds immediately if the students are confused or make errors. Students practice the sounds once again with the teacher.

**Sound Introduction: Reading (/o/)**

• Teacher uses Star Reader assessments and/or review of the Star Reader’s prior lesson(s) to determine if more practice is needed or if a new sound may be introduced.

• Sounds are introduced in the order outlined by the district’s core-reading decoding curriculum.

• Teacher models sounds rather than the letter name.

• Teacher introduces each new sound by either creating an index card or writing the new letter(s) for a sound on a white board, sheet of paper, or card stock. To reinforce letter sounds in all lessons, teacher uses a master letter-sound sheet or cards from district curriculum materials.

• Teacher provides a model of both the upper and lower case of letter sounds when first introducing.

• Teacher introduces each sound with a key word that starts with the sound or has significance in the word. Teacher uses words from the district’s core curriculum. It helps if the teacher provides a picture to associate with the sound. Pictures may be found in the curriculum materials or in other published sources.

• On a sheet of paper with the new sound, the teacher writes some already known sounds interspersed randomly with the new sound. Teacher should write three or four rows of sounds.
Sample Lesson Plans

• Teacher points and says: “This new letter is (letter name) and the sound is /o/ as in _______." Teacher asks students to make the corresponding sound. When a vowel is introduced, teacher says: “This new letter (vowel name) is a vowel.” Teacher guides the group to repeat sounds, for example, “/o/ as in _______.” Teacher calls on each of the students in random order to repeat on their own.

• If a student makes an error, the teacher gives specific corrective feedback, for example, “The sound is ___ as in _______.” Then the student says sound with the teacher and finally repeats it alone.

• Before starting to read the rows of sounds written for practice reading, teacher should ensure that the new sound card or visual model is visible for all students to reference easily.

• Teacher and students group read the sounds together (while teacher points), as they would typically read words—from left to right, row by row.

• Each student is called in random order to read a row alone.

• If a student misses a sound, teacher models the sound, student says the sound with the teacher, student says the sound alone, and then student rereads the line.

• Teacher keeps all introduced letter-sound cards or visual models with key words visible for scaffolding errors throughout lessons.

Sound Introduction: Spelling (/o/ and sounds reviewed)

• Teacher preplans the spelling (writing sounds) by reviewing past lesson(s).

• Students need a pencil and a spelling notebook or sheet of paper.

• Each lesson requires only a few sounds to be spelled: the new sound (if one was introduced), as well as previously introduced sounds. Teacher ensures that students have the opportunity for both challenge and success.

• Teacher says the letter sound, not the letter name: “Write the letter that says /o/.” Teacher asks students to make the corresponding sound.

• Group says the sound while writing it.
Sample Lesson Plans

- Teacher corrects any student errors immediately by either showing the sound card or modeling how to write the sound while saying it. The student says the sound again with the teacher and then once alone.

- Student puts an X through the error or covers the error with a sheet of paper. Teacher prompts for the sound again, and student repeats while rewriting the sound before proceeding to the next sound.

- If students have difficulty, teacher may help them focus on what their mouths are doing when they say the sound.

Segmenting: Phonemic Awareness (2-sound boxes—am, and 3-sound boxes—man, mop, Tom)

- Materials such as a white board, chalkboard, sheets of paper, card stock, or even blocks may be used. Teacher can use materials such as Elkonin sound boxes, where the teacher and/or the group can point a finger while saying the sounds in a word. This same procedure can be used with other sound markers such as dots, dashes, lines, and so forth for sounds instead of boxes. Teacher as well as students will need individual materials.

- Teacher preplans 3–6 words daily. The focus-student assessments and/or prior lessons are used for placement and ongoing lesson planning.

- Words chosen will have two, three, or four sounds. Although a student may be reading three or four sound words, the teacher may need to model first with two sound words until the process is developed.

- Using a two box Elkonin sound-box card, the teacher models first and says: “I am going to separate the word am into two sounds and then say the whole word.” Teacher points to each sound box sequentially on a board and slowly says: “/aaa/ /mmm/ am.”

- While teacher points to each sound box, teacher and group say first the sounds and then the whole word. Teacher then points while each student says the sounds.

- Materials are passed out for each student.
Sample Lesson Plans

- In group practice, students segment the words spoken by the teacher with words like *man*, *mop*, and *Tom*. Teacher observes and listens.

- When a student makes an error, the teacher models again, stretching the sounds more slowly while pointing and then saying the whole word. The group then follows along with the teacher and finally repeats the process alone. Students who are frustrated or who are guessing need more practice in the same or lower level.

- In independent practice, each student segments 1–2 words.

**Decoding Words: Reading (/o/ and sounds reviewed)**

- Teacher preplans words according to the Star Reader’s needs while following the district decoding core-reading curriculum.

- Teacher chooses 5–10 words whose sounds have recently been introduced or reviewed.

- Words are written (2–3 per line) on a white board, chart paper or materials large enough for a group to see.

- For modeling and scaffolding difficult sounds, teacher keeps available previously introduced letter-sound cards or key sound materials to show students the sounds they miss or confuse.

- Teacher models by pointing to each sound in the word while saying the sounds slowly and then reading the word quickly.

- Students read the words left to right across rows.

- In group practice, teacher points to the sounds in each word while students sound out the word smoothly and then read it quickly with the teacher. Teacher picks up the pace when the group starts to read the sounds a little quicker after a routine is established.

- After group practice with a row of words, the teacher drops out of the process of sounding out with students but continues to point to words as the group sounds out smoothly and reads each word. To keep pacing quick, teacher tries to just point to the word and say: “Sound out______. Read it.”
• In independent practice, teacher calls on each student individually to sound out and read a row of words. If the student makes an error, the teacher models how to sound out the word; then the teacher and student do it together followed by the student independent practice. Next, teacher prompts student to reread from the beginning of the row in which the error occurred.

• Teacher scaffolds any student who is having difficulty, or hesitates, by saying: “What’s the first sound? The next sound?”

• When a student misreads a word, the teacher may point to each sound and say: “What’s that sound?” “Try again.” “That sound is /o/.” “What’s that sound?” “Try again.”

• If a student has trouble blending the first two sounds, the teacher blends the sounds and the student adds the last sound. Teacher and student then read the word together quickly. Finally, the student tries the word alone before going back to reread the row.

READING COMPREHENSION ACTIVITIES (20–25 mins.)

Teach Book Reading Routines (5–15 mins.)

• Teacher coordinates district curriculum books with the elements taught daily and with the level of the reading ability of the daily Star Reader in mind.

• Teacher selects books or short passages, keeping in mind that all students will read the book or passage.

• Teacher can introduce the reading with a brief description of what it is about, or the children may provide information that they have about the book or the topic. Students should be told that they will be called upon by the teacher during any point of the reading to answer questions, to ensure that the readers are engaged in not only the words but in the meaning of the text.

• The Star Reader reads alone as other students point to the words, while reading along with their eyes. Pointing helps reading accuracy and assists the teacher in monitoring all students. Teacher models by pointing when reading.
• To check understanding of the text during and after reading, the teacher asks questions about the reading, such as: “Who or what are we reading about?” “What can you tell me about what just happened in the story?” or “Why do you think the character did that and what do you think the character will do now?”

• Questioning should be short and answers kept brief so that there is time for a reread of the book/passage. Teacher guides students with a second reading choice such as the following:

  o Students read individually, with turn taking if all are on the same reading level.
  o Students read chorally together; teacher joins in if there are difficulties.
  o Teacher and students read alternate lines.
  o Students read orally but quietly to themselves as teacher monitors each independently.
  o Students partner read.

• Teacher corrects errors immediately by providing the sight word or by specifically guiding the student to the portion or sound in the word that needs to be corrected. The students may be directed to sound a word out and then say it more quickly.

• After a student error, teacher directs students to reread from the beginning of the sentence.

• Teachers model and prompt for fluency, especially on the second reading, to read like real people talk or read a little faster.

**Introduction: Activate Background Knowledge**

• Teacher preplans this introduction group lesson with the purpose of helping students to understand that reading brings back memories through a connection to the text. Memories are a part of our background that help us create a connection so that we can better understand things that we read.
Sample Lesson Plans

• Teacher creates or finds from published resources a large chart titled “Memories or Connections,” on which entries will be made of things that we remember as we read. Below the title, teacher creates several entries, all starting with, “This helps me remember that ______.” Teacher creates some desk-size graphic organizers of the same chart for use later in a group, or teacher can give students sentence strips so they can write a connection to their memory. Teacher mounts the chart where it is clearly visible and where the teacher and/or students have easy access to write memories or background knowledge as it is relayed.

• Teacher models for the students how to activate the background knowledge while reading. Teacher mounts a Memories or Connections chart on the wall to record memories as the text is being read. Teacher tells students that “text” means any printed materials with words, such as like books and passages they see in their classrooms.

• Using the school curriculum, teacher chooses a couple of books that have vivid illustrations and familiar topics that will be readily understood. Such books might include things like going to the beach or park, or stories about seasonal things appropriate to the region, such as playing ball or sledding down a hill

• Teacher chooses a story and reads it out loud as students follow or read with the teacher. Teacher stops at the end of a page or part and models how the words bring back memories. Teacher tells the students that memories include such things as the following:

  o Something you have done
  o Something you can do
  o A place you went
  o Something else you have read

The things that we have in our memory help us to understand things that we read. The teacher gives an example of how something read can inspire a personal memory and help the reader understand what a person in the story might do (or not do) next. This initiates the concept of prediction while reading. Teacher writes on the chart, “This helps me remember that _______”
• In guided group practice with students, the teacher reminds the students to think about things they remember while the book is being read to them. Teacher tells students that they will be asked to relate a memory as the teacher reaches predetermined places in the book. At different places in the book, teacher gives each student the opportunity to relay a memory to make a connection to the text. The teacher asks students if something they know about might help them predict what might happen next in the story. The student completes the sentence, “This helps me remember that ________.“ The teacher helps create a simple complete sentence (not a whole story), and the teacher or student writes it on the Memories or Connections chart, or on a sentence strip.
45-Minute Lesson 2 (Day 2)

Student 2: Star Reader

Teacher Materials

- sound cards
- white board
- card stock paper for a list to write sounds on
- student paper
- notebook or journals for spelling
- pencils
- Elkonin sound-box cards
- chart paper
- markers for chart paper
- books to model
- practice comprehension skill

PHONICS SKILLS INSTRUCTION (15–20 mins.)

Sound Review: /e/ /b/ /h/ /a/ /j/

- Teacher selects five sounds or spelling patterns that the Star Reader needs to review from core-reading curriculum scope and sequence. Student assessments are used to determine the sound review choices.

- The sounds selected for review do not include those that will be introduced in the next component.

- Teacher writes the five letters on a material such as a white board, a piece of paper, or index cards.

- The group reads each sound as teacher points (or holds up a card), and then each student reads all five sounds alone.
Sample Lesson Plans

• When a student makes an error, the teacher says the sound followed by a key word: “The sound is /e/ as in elephant.” All the students repeat with the teacher and then reread the five sounds. Individual practice follows.

• To cause less confusion for students when prompting, it is helpful for the teacher to refer to the core-reading curriculum for key words used for each sound: “The sound is ___ as in _______.” Teacher then asks students to make the corresponding sound.

• Teacher should always model sounds immediately if the students are confused or make errors. Students practice the sounds once again with the teacher.

Sound Introduction: Reading (/n/)

• Teacher uses Star Reader assessments and/or review of the Star Reader’s prior lesson(s) to determine if more practice is needed or if a new sound may be introduced.

• Sounds are introduced in the order outlined by the district’s core-reading curriculum.

• Teacher models sounds rather than the letter name.

• Teacher introduces each new sound by either creating an index card or by writing the new letter(s) for a sound on a white board, sheet of paper, or card stock. To reinforce letter sounds in all lessons, using a master letter-sound sheet or cards from district curriculum materials is helpful.

• Teacher provides a model of both the upper and lower case of letter sounds when first introducing.

• Each sound is introduced with a key word that starts with or significantly contains the sound. Teacher uses words from the district’s core-reading decoding curriculum. It helps for teachers to provide a picture to associate with the sound. Pictures may be found in the curriculum materials or in other published sources.
• On a sheet of paper with the new sound, the teacher writes some already known sounds interspersed randomly with the new sound. Three or four rows of sounds should be written.

• Teacher points and says: “This new letter is (letter name) and the sound is /n/ as in ____.” Teacher asks students to make the corresponding sound. Teacher then guides the group to repeat sounds, for example, “___ as in ______.” Teacher calls on each of the students in random order to repeat on their own.

• If a student makes an error, the teacher gives specific corrective feedback, for example, “The sound is ___ as in ______.” Then, the student says the sound with the teacher and finally repeats it alone.

• Before starting to read the rows of sounds written for practice reading, the teacher ensures that the new sound card or visual model is visible for all students to reference easily.

• The group reads the sounds together (while the teacher points), as they would typically read words—from left to right, row by row.

• Each student is called in random order to read a row alone.

• If a student misses a sound, teacher models the sound, student says the sound with the teacher, student says the sound alone, and then student rereads the line.

• Teacher keeps all introduced letter-sound cards or visual models with key words visible for scaffolding errors throughout lessons.

Sound Introduction: Spelling (/n/, /o/ from Lesson 1, and review sounds)

• Teacher preplans the spelling (writing sounds) by reviewing past lesson(s).

• Students need a pencil and a spelling notebook or sheet of paper.

• Each lesson requires only a few sounds to be spelled: the new sound (if one was introduced), as well as previously introduced sounds. The teacher ensures that students have the opportunity for both challenge and success.
• Teacher says the letter sound, not the letter name: “Write the letter that says /n/.” Teacher asks students to say the corresponding sound.

• Group says the sound while writing it.

• Teacher corrects any student error immediately, either showing the sound card or modeling how to write the sound while saying it. The student says the sound again with the teacher and then once alone.

• Student puts an X through the error or covers the error with a sheet of paper. Teacher prompts for the sound again, and student repeats while rewriting the sound before proceeding to the next sound.

• If students have difficulty, teacher may help them to focus on what their mouths are doing when they say the sound.

**Segmenting: Phonemic Awareness (3-sound boxes—top, nab, Sam, bun)**

• Materials such as a white board, a chalkboard, sheets of paper, card stock, or even blocks may be used. Teacher can also use materials such as Elkonin sound boxes, where the teacher and/or the group can point a finger while saying the sounds in a word. This same procedure can be used with other sound markers such as dots, dashes, lines, and so forth for sounds instead of boxes. The teacher, as well as students, will need individual materials.

• Teacher preplans 3–6 words daily. The focus-student assessments and/or prior lessons are used for placement and ongoing lesson planning.

• Words chosen will have two, three, or four sounds. Although a student may be reading three or four sound words, the teacher may need to model first with two sound words until the process is developed.

• Using a two box Elkonin sound-box card, the teacher models first and says: “I am going to separate the word *am* into two sounds and then say the whole word.” Teacher points to each sound box sequentially on a board and slowly says: “/aaa/ /mmm/ *am*.”

• While teacher points to each sound box, teacher and group say the sounds and then say the whole word. Teacher then points while each student says the sounds.
Sample Lesson Plans

- Materials are passed out for each student.

- In group practice, students segment the words spoken by the teacher with words *top, nab, Sam,* and *bun.* Teacher observes and listens.

- When a student makes an error, the teacher models again, stretching the sounds more slowly while pointing and then saying the whole word. The group then follows along with the teacher and finally repeats the process alone. Students who are frustrated or who are guessing need more practice in the same or lower level.

- In independent practice, each student segments 1–2 words.

**Decoding Words: Reading (recently introduced sounds and daily review sounds)**

- Teacher preplans words according to the Star Reader’s needs while following the district core-reading decoding curriculum.

- Teacher chooses 5–10 words whose sounds have recently been introduced or reviewed.

- Words are written (2–3 per line) on a white board, chart paper, or materials large enough for a group to see.

- For modeling and scaffolding difficult sounds, teacher keeps available previously introduced letter-sound cards or key sound materials to show students the sounds they miss or confuse.

- Teacher models by pointing to each sound in the word while saying the sounds slowly and then reading the word quickly.

- Students read the words left to right across rows.

- In group practice, teacher points to the sounds in each word while students sound out the word smoothly and then read it quickly with the teacher. Teacher picks up the pace when the group starts to read the sounds a little quicker after a routine is established.
• After group practice with a row of words, the teacher drops out of the process of sounding out with students but continues to point to words as the group sounds out smoothly and reads each word. To keep pacing quick, teacher tries to just point to the word and say: “Sound out ______. Read it.”

• In independent practice, teacher calls on each student individually to sound out and read a row of words. If the student makes an error, the teacher models how to sound out the word; then the teacher and student do it together, followed by the student independent practice. Next, teacher prompts student to reread from the beginning of the row in which the error occurred.

• Teacher scaffolds any student who is having difficulty, or hesitates, by saying: “What’s the first sound? The next sound?”

• When a student misreads a word, the teacher may point to each sound and say: “What’s that sound?” “Try again.” “That sound is /m/.” “What’s that sound?” “Try again.”

• If a student has trouble blending the first two sounds, the teacher blends the sounds and the student adds the last sound. Teacher and student then read the word together quickly. Finally, the student tries the word alone before going back to reread the row.

READING COMPREHENSION ACTIVITIES (20–25 mins.)

Teach Book Reading Routines (5–15 mins.)

• Teacher coordinates district curriculum books with the elements taught daily and with the level of the reading ability of the daily Star Reader in mind.

• Teacher selects books or short passages, keeping in mind that all students will read the book or passage.

• Teacher can introduce the reading with a brief description of what it is about, or the students may provide information that they have about the book or the topic. Students should be told that they will be called upon by the teacher during any point of the reading to answer questions, to ensure that the readers are engaged in not only the words but in the meaning of text.
Sample Lesson Plans

• The Star Reader reads the text alone as other students point to the words while reading along with their eyes. Pointing helps reading accuracy and assists the teacher in monitoring all students. Teacher models by pointing when reading.

• To check understanding of the text during and after reading, the teacher asks questions about the reading such as: “Who or what are we reading about?” “What can you tell me about what just happened in the story?” or “Why do you think the character did that and what do you think the character will do now?”

• Questioning should be short and answers kept brief so that there is time for a reread of the book/passage. Teacher guides students with a second reading choice such as the following:
  o Students read individually, with turn taking if all are on the same reading level.
  o Students read chorally together; teacher joins in if there are difficulties.
  o Teacher and students read alternate lines.
  o Students read orally but quietly to themselves as teacher monitors each independently.
  o Students partner read.

• Teacher corrects errors immediately by providing the sight word or by specifically guiding the student to the portion or sound in the word that needs to be corrected. The students may be directed to sound a word out and then say it more quickly.

• After a student error, teacher directs students to reread from the beginning of the sentence.

• Teachers model and prompt for fluency, especially on the second reading, to read like real people talk or read a little faster.
Identify Text-to-Self Connections

- Before the lesson, the teacher makes a text-to-self connection poster or finds one from a published resource. The poster should have prompts like the following for students to make connections to the story and their own lives or feelings.
  - This reminds me of…
  - I understand how the character feels because…

- Teacher looks for a text from which students can relate to at least two things. Teacher marks with sticky notes a couple of places in the book with which the teacher feels a connection. Teacher has a couple of blank sticky notes ready for students’ connections.

- Teacher shows students a book cover and says: “Have you ever read a book that reminded you of something you have seen or experienced at school or at home?”

- Teacher models for students how to make a text-to-self (TS) connection by reading a book out loud to the students.
  - Teacher introduces the title of the book to students while students listen.
  - Teacher reads a couple of pages and discusses.
  - When teachers get to a page to make a personal text-to-self connection, they stop and explain to students their text-to-self connection with the story. Teacher says: “This reminds me…” Teacher then puts a small sticky note with a “TS” to mark where a text-to-self connection has been made.

- In guided group practice, teacher gives students their own small sticky notes. Teacher continues reading and tells students that they can raise their hands when they have their own text-to-self connection.

- Students briefly share their own text-to-self connections by saying: “This reminds me…” Students put their own sticky note on the page where they had a connection. Teacher points to the text-to-self poster or paper to scaffold students on what to think and say.
Sample Lesson Plans

- It can be helpful for the teacher to call on some students who may not think they have a connection to the pictures. Teacher may need to ask a direct question like: “What do you know about __________?” or “How do you feel when __________?”

- Teacher may need to model this routine with another book on another day.

- In independent practice, once students are comfortable with the routine, they work in groups or pairs as they all read the same book. Students then take turns raising their hands and placing sticky notes in their books to share text-to-self connections. Teacher monitors groups of students.

- When students make errors or forget procedure, teacher models the process again, encouraging students to make text-to-self connections in any reading they do in their lives to help them understand the text.
45-Minute Lesson 3 (Day 3)

Student 3: Star Reader

Teacher Materials

- sound cards
- white board
- card stock paper for a list to write sounds on
- student paper
- notebook or journals for spelling
- pencils
- chart paper
- markers for chart paper
- books to model
- practice comprehension skill

PHONICS SKILLS INSTRUCTION (15–20 mins.)

Sound Review

- Teacher selects five sounds or spellings patterns that the Star Reader needs to review from core-reading curriculum scope and sequence. Student assessments are used to determine the sound review choices.

- The sounds selected for review do not include those that will be introduced in the next component.

- Teacher writes the five letters on a material such as a white board, a piece of paper, or index cards.

- The group reads each sound as teacher points (or holds up a card), and then each student reads all five sounds alone.

- When a student makes an error, the teacher says the sound followed by a key word: “The sound is /e/ as in elephant.” All the students repeat with the teacher and then reread the five sounds. Individual practice follows.
Sample Lesson Plans

- To cause less confusion for students when prompting, it is helpful for the teacher to refer to the core-reading curriculum for key words used for each sound: “The sound is ___ as in _______. ” Teacher then asks students to make the corresponding sounds.

- Teacher should always model sounds immediately if the students are confused or make errors. Students practice the sounds once again with the teacher.

**Sound Introduction: Reading (new sound)**

- Teacher uses Star Reader assessments and/or review of the Star Reader’s prior lesson(s) to determine if more practice is needed or if a new sound may be introduced.

- Sounds are introduced in the order outlined by the district’s core-reading decoding curriculum.

- Teacher models sounds rather than the letter name.

- Teacher introduces each new sound by either creating an index card or writing the new letter(s) for a sound on a white board, sheet of paper, or card stock. To reinforce letter sounds in all lessons, using a master letter-sound sheet or cards from district curriculum materials is helpful.

- Teacher provides a model of both the upper and lower case of letter sounds when first introducing.

- Each sound is introduced with a key word that starts with or significantly contains the sound. Teacher uses words from the district’s core curriculum. It helps for teachers to provide a picture to associate with the sound. Pictures may be found in the curriculum materials or in other published sources.

- On a sheet of paper with the new sound, the teacher writes some already known sounds interspersed randomly with the new sound. Three or four rows of sounds should be written.
• Teacher points and says: “This new letter is (letter name) and the sound is ___ as in _______.“ Teacher asks students to make the corresponding sound. When a vowel is introduced, teacher says: “This new letter (vowel name) is a vowel.” Teacher then guides the group to repeat sounds, for example, “___ as in _______.“ Teacher calls on each of the students in random order to repeat on their own.

• If a student makes an error, the teacher gives specific corrective feedback, for example, “The sound is ___ as in _______.“ Then, the student says the sound with the teacher and finally repeats it alone.

• Before starting to read the rows of sounds written for practice reading, the teacher ensures that the new sound card or visual model is visible for all students to reference easily.

• The group reads the sounds together (while the teacher points), as they would typically read words—from left to right, row by row.

• Each student is called in random order to read a row alone.

• If a student misses a sound, teacher models the sound, student says the sound with the teacher, student says the sound alone, and then student rereads the line.

• Teacher keeps all introduced letter-sound cards or visual models with key words visible for scaffolding errors throughout lessons.

Sound Introduction: Spelling (new sound and daily reviewed sounds)

• Teacher preplans the spelling (writing sounds) by reviewing past lesson(s).

• Students need a pencil and a spelling notebook or sheet of paper.

• Each lesson requires only a few sounds to be spelled: the new sound (if one was introduced), as well as previously introduced sounds. Teacher ensures that students have the opportunity for both challenge and success.

• Teacher says the letter sound, not the letter name: “Write the letter that says ______.“ Teacher asks students to say the corresponding sound.

• Group says the sound while writing it.
Sample Lesson Plans

- Teacher corrects any student error immediately, either showing the sound card or modeling how to write the sound while saying it. The student says the sound again with the teacher and then once alone.

- Student puts an X through the error or covers the error with a sheet of paper. Teacher prompts for the sound again, and student repeats while rewriting the sound before proceeding to the next sound.

- If students have difficulty, teacher may help them to focus on what their mouths are doing when they say the sound.

Decoding Words: Reading (new sounds and daily reviewed sounds)

- Teacher preplans words according to the Star Reader’s needs while following the district core-reading decoding curriculum.

- Teacher chooses 5–10 words whose sounds have recently been introduced or reviewed.

- Words are written (2–3 per line) on a white board, chart paper, or materials large enough for a group to see.

- For modeling and scaffolding difficult sounds, teacher keeps available previously introduced letter-sound cards or key sound materials to show students the sounds they miss or confuse.

- Teacher models by pointing to each sound in the word while saying the sounds slowly and then reading the word quickly.

- Students read the words left to right across rows.

- In group practice, teacher points to the sounds in each word while students sound out the word smoothly and then read it quickly with the teacher. Teacher picks up the pace when the group starts to read the sounds a little quicker after a routine is established.

- After group practice with a row of words, the teacher drops out of the process of sounding out with students but continues to point to words as the group sounds out smoothly and reads the word. To keep pacing quick, teacher tries to just point to the word and say: “Sound out ______. Read it.”
Sample Lesson Plans

- In independent practice, teacher calls on each student individually to sound out and read a row of words. If the student makes an error, the teacher models how to sound out the word; then the teacher and student do it together, followed by the student independent practice. Next, teacher prompts student to reread from the beginning of the row in which the error occurred.

- Teacher scaffolds any student who is having difficulty, or hesitates, by saying: “What’s the first sound? The next sound?”

- When a student misreads a word, the teacher may point to each sound and say: “What’s that sound?” “Try again.” “That sound is ______.” “What’s that sound?” “Try again.”

- If a student has trouble blending the first two sounds, the teacher blends the sounds and the student adds the last sound. Teacher and student then read the word together quickly. Finally, the student tries the word alone before going back to reread the row.

Decodable Words: Spelling (new sounds and daily reviewed sounds)

- Teacher preplans 3–4 words with the Star Reader’s needs in mind. One word should have the new sound, one word should be more challenging, and the other words should be review or easier.

- Students need a pencil and a spelling notebook or sheet of paper.

- Teacher models how to say the sounds of a word while writing it and then how to say the word quickly when finished writing.

- Teacher reviews any difficult words or patterns on a white board or chalkboard before having students spell on their own.

- In group practice, teacher says word. All students repeat word after the teacher, to ensure they heard the word correctly, and then write the word.

- Teacher can have all students spell the same words or, after a couple of lessons, give each student a different word to write independently.

- Students reread all three or four words after the spelling is complete.
Sample Lesson Plans

- If the student is still having difficulty, the student stretches the word sound by sound and listens for each sound, or the teacher stretches the word by exaggerating the difficult sound.

- If any misspellings, the student crosses out or covers up the word and rewrites it before going on to the next word.

- It is helpful for the teacher to have a half-sheet of colored paper for each student to use to cover words after they write them. The paper also deters other students from copying each other in a group setting.

**Sight Words: Reading**

- Refer to the district core-reading curriculum for the sequence of sight words or high-frequency words students need to know by grade level.

- Teacher uses either a white board, a sheet of paper, or any material that ensures all students can see the words.

- Teacher prints the new sight word at the top of the material and then writes rows below with other previously introduced sight words, along with a new word.

- Each day a new sight word is introduced, or sight words are practiced for review.

- Teacher explains that some words occur so frequently in reading that it helps to remember them by sight. Sight words are never sounded out, but they can be spelled out loud.

- For certain words—such as no and know, or contractions—the teacher gives a brief example of its use with the sight word in a sentence.

- Teacher models to the group how to read, spell, and then repeat the new sight word.

- The group reads the word, then spells the word orally and reads it again.
• The group proceeds to read the sight words in the rows. When a sight word is missed, the teacher points to the word and reads it. The group reads the word, spells the word orally, and reads it again. After error correction, teacher has the group start to read from the beginning of the row. If the first word in a row is missed, the group rereads the prior row.

• Each student should have the opportunity to read 3–4 words alone.

• If students are having difficulty with the more frequently used sight words, teacher reviews using flash cards prior to reading.

• Teacher maintains a pocket chart, a wall chart, or index cards in a ring to introduce sight words for review.

Sight Words: Reading Sentences

• Teacher preplans 2–4 sentences using already taught sight words and decodable words at the Star Reader’s level.

• Teacher writes sentences on an overhead, a white board, or any material that is easy for the group to read.

• Group reads the sentences as the teacher points to the words.

• Teacher corrects errors immediately. If a sight word is misread, teacher provides students with the word. If a decodable word is misread, teacher directs students to the difficult part/sound in the word and has students try the word again. Students reread the entire sentence to provide immediate practice of the difficult word in context before reading the next sentence.

• After the group has read, each student reads one sentence independently.
READING COMPREHENSION ACTIVITIES (20–25 mins.)

Identify Text-to-Self Connections

- Before the lesson, the teacher makes a text-to-self connection poster or finds one from a published resource. The poster should have prompts like the following for students to make connections to the story and their own lives or feelings.
  
  o This reminds me of….
  o I understand how the character feels because….

- Teacher looks for a text from which students can relate to at least two things. Teacher marks with sticky notes a couple of places in the book with which the teacher feels a connection. Teacher has a couple of blank sticky notes ready for students’ connections.

- Teacher shows students a book cover and says: “Have you ever read a book that reminded you of something you have seen or experienced at school or at home?”

- Teacher models for students how to make a text-to-self (TS) connection by reading a book out loud to the students.
  
  o Teacher introduces the title of the book to students while students listen.
  o Teacher reads a couple of pages and discusses.
  o When teachers get to a page to make a personal text-to-self connection, they stop and explain to students their text-to-self connection with the story. Teacher says: “This reminds me…” Teacher then puts a small sticky note with a “TS” to mark where a text-to-self connection has been made.

- In guided group practice, teacher gives students their own small sticky notes. Teacher continues reading and tells students that they can raise their hands when they have their own text-to-self connection.

- Students briefly share their own text-to-self connections by saying: “This reminds me…” Students put their own sticky note on the page where they had a connection. Teacher points to the text-to-self poster or paper to scaffold students on what to think and say.
Sample Lesson Plans

• It can be helpful for the teacher to call on some students who may not think they have a connection to the pictures. Teacher may need to ask a direct question like: “What do you know about __________?” or “How do you feel when __________?”

• Teacher may need to model this routine with another book on another day.

• In independent practice, once students are comfortable with the routine, they work in groups or pairs as they all read the same book. Students then take turns raising their hands and placing sticky notes in their books to share text-to-self connections. Teacher monitors groups of students.

• When students make errors or forget procedure, teacher models the process again, encouraging students to make text-to-self connections in any reading they do in their lives to help them understand the text.
45-Minute Lesson 4 (Day 4)

Student 4: Star Reader

Teacher Materials

- sound cards
- white board
- card stock paper for a list to write sounds on
- student paper
- notebook or journals for spelling
- pencils
- chart paper
- markers for chart paper
- books to model
- practice comprehension skill

PHONICS SKILLS INSTRUCTION (15–20 mins.)

Sound Review

- Teacher selects five sounds or spelling patterns that the Star Reader needs to review from core-reading curriculum scope and sequence. Student assessments are used to determine the sound review choices.

- The sounds selected for review do not include those that will be introduced in the next component.

- Teacher writes the five letters on a material such as a white board, a piece of paper, or index cards.

- The group reads each sound as teacher points (or holds up a card), and then each student reads all five sounds alone.
Sample Lesson Plans

- When a student makes an error, the teacher says the sound followed by a key word: “The sound is ______ as in ________.” Teacher asks students to make the corresponding sound. All the students repeat with the teacher and then reread the five sounds. Individual practice follows.

- To cause less confusion for students when prompting, it is helpful for the teacher to refer to the core-reading curriculum for key words used for each sound: “The sound is ___ as in ______.” Teacher then asks students to make the corresponding sound.

- Teacher should always model sounds immediately if the students are confused or make errors. Students practice the sounds once again with the teacher.

Sound Introduction: Reading

- Teacher uses Star Reader assessments and/or review of the Star Reader’s prior lesson(s) to determine if more practice is needed or if a new sound may be introduced.

- Sounds are introduced in the order outlined by the district’s core-reading decoding curriculum.

- Teacher models sounds rather than the letter name.

- Teacher introduces each new sound by either creating an index card or writing the new letter(s) for a sound on a white board, sheet of paper, or card stock. To reinforce letter sounds in all lessons, using a master letter-sound sheet or cards from district curriculum materials is helpful.

- Teacher provides a model of both the upper and lower case of letter sounds when first introducing.

- Each sound is introduced with a key word that starts with or significantly contains the sound. Teacher uses words from the district’s core curriculum. It helps for teachers to provide a picture to associate with the sound. Pictures may be found in the curriculum materials or in other published sources.
Sample Lesson Plans

- On a sheet of paper with the new sound, the teacher writes some already known sounds interspersed randomly with the new sound. Three or four rows of sounds should be written.

- Teacher points and says: “This new letter is (letter name) and the sound is ___ as in _______. “ When a vowel is introduced, teacher says: “This new letter (vowel name) is a vowel.” Teacher then guides the group to repeat sounds, for example, “___ as in _______. “ Teacher calls on each of the students in random order to repeat on their own.

- If a student makes an error, the teacher gives specific corrective feedback, for example, “The sound is ___ as in _______. “ Then, the student says the sound with the teacher and finally repeats it alone.

- Before starting to read the rows of sounds written for practice reading, the teacher ensures that the new sound card or visual model is visible for all students to reference easily.

- The group reads the sounds together (while the teacher points), as they would typically read words—from left to right, row by row.

- Each student is called in random order to read a row alone.

- If a student misses a sound, teacher models the sound, student says the sound with the teacher, student says the sound alone, and then student rereads the line.

- Teacher keeps all introduced letter-sound cards or visual models with key words visible for scaffolding errors throughout lessons.

**Sound Introduction: Spelling (new sound and daily reviewed sounds)**

- Teacher preplans the spelling (writing sounds) by reviewing past lesson(s).

- Students need a pencil and a spelling notebook or sheet of paper.

- Each lesson requires only a few sounds to be spelled: the new sound (if one was introduced), as well as previously introduced sounds. Teacher ensures that students have the opportunity for both challenge and success.
Sample Lesson Plans

- Teacher says the letter sound, not the letter name: “Write the letter that says _______.”
- Group says the sound while writing it.
- Teacher corrects any student error immediately, either by showing the sound card or modeling how to write the sound while saying it. The student says the sound again with the teacher and then once alone.
- Student puts an X through the error or covers the error with a sheet of paper. Teacher prompts for the sound again, and student repeats while rewriting the sound before proceeding to the next sound.
- If students have difficulty, teacher may help them to focus on what their mouths are doing when they say the sound.

Segmenting: Phonemic Awareness (3 or 4 sound boxes)

- Materials such as a white board, chalkboard, sheets of paper, card stock, or even blocks may be used. Teacher can also use materials such as Elkonin sound boxes, where the teacher and/or the group can point a finger while saying the sounds in a word. This same procedure can be used with other sound markers such as dots, dashes, lines, and so forth for sounds instead of boxes. The teacher, as well as students, will need individual materials.
- Teacher preplans 3–6 words daily. The focus-student assessments and/or prior lessons are used for placement and ongoing lesson planning.
- Words chosen will have two, three, or four sounds. Although a student may be reading three or four sound words, the teacher may need to model first with two sound words until the process is developed.
- Using a two box Elkonin sound-box card, teacher models first and says: “I will separate the word am into two sounds and then say the whole word.” Teacher points to each sound box on a board and says: “/aaa/ /mmm/ am.”
- While teacher points to each sound box, teacher and group say the sounds and then say the whole word. Teacher then points while each student says the sounds.
- Materials are passed out for each student.
• In group practice, students segment the words spoken by the teacher. Teacher observes and listens.

• When a student makes an error, the teacher models again, stretching the sounds more slowly while pointing and then saying the whole word. The group then follows along with the teacher and finally repeats the process alone. Students who are frustrated or who are guessing need more practice in the same or lower level.

• In independent practice, each student segments 1–2 words.

Decoding Words: Reading (new sound and daily reviewed sounds)

• Teacher preplans words according to the Star Reader’s needs while following the district core-reading decoding curriculum.

• Teacher chooses 5–10 words whose sounds have recently been introduced or reviewed.

• Words are written (2–3 per line) on a white board, chart paper or materials large enough for a group to see.

• For modeling and scaffolding difficult sounds, teacher keeps available previously introduced letter-sound cards or key sound materials to show students the sounds they miss or confuse.

• Teacher models by pointing to each sound in the word while saying the sounds slowly and then reading the word quickly.

• Students read the words left to right across rows.

• In group practice, teacher point to the sounds in each word while students sound out the word smoothly and then read it quickly with the teacher. Teacher picks up the pace when the group starts to read the sounds a little quicker after a routine is established.

• After group practice with a row of words, the teacher drops out of the process of sounding out with students but continues to point to words as the group sounds out smoothly and reads each word. To keep pacing quick, teacher tries to just point to the word and say: “Sound out _____ Read it.”
• In independent practice, teacher calls on each student individually to sound out and read a row of words. If a student makes an error, the teacher models how to sound out the word; then the teacher and student do it together, followed by the student independent practice. Next, teacher prompts student to reread from the beginning of the row in which the error occurred.

• Teacher scaffolds any student who is having difficulty, or hesitates, by saying: “What’s the first sound? The next sound?”

• When a student misreads a word, the teacher may point to each sound and say: “What’s that sound?” “Try again.” “That sound is /m/.” “What’s that sound?” “Try again.”

• If a student has trouble blending the first two sounds, the teacher blends the sounds and the student adds the last sound. Teacher and student then read the word together quickly. Finally, the student tries the word alone before going back to reread the row.

Sight Words: Reading

• Teacher refers to the district core-reading curriculum for the sequence of sight words or high-frequency words students need to know by grade level.

• Teacher uses either a white board, a sheet of paper, or any material that ensures all students can see the words.

• Teacher prints the new sight word at the top of the material and then write rows below with other previously introduced sight words, along with a new word.

• Each day a new sight word is introduced, or sight words are practiced for review.

• Teacher explains that some words occur so frequently in reading that it helps to remember them by sight. Sight words are never sounded out, but they can be spelled out loud.

• For certain words—such as no and know, or contractions—the teacher gives a brief example of its use with the sight word in a sentence.

• Teacher models to group how to read, spell, and repeat the new sight word.
Sample Lesson Plans

- The group reads the word, then spells the word orally and reads it again.

- The group proceeds to read the sight words in the rows. When a sight word is missed, the teacher points to the word and reads it. The group reads the word, spells the word orally, and reads it again. After error correction, teacher has the group start to read from the beginning of the row. If the first word in a row is missed, the group rereads the prior row.

- Each student should have the opportunity to read 3–4 words alone.

- If students are having difficulty with the more frequently used sight words, teacher reviews using flash cards prior to reading.

- Teacher maintains a pocket chart, a wall chart, or index cards on a ring to introduce sight words for review.

**Sight Words: Spelling**

- Students need a pencil and a spelling notebook or sheet of paper.

- Teacher selects 3–4 sight words that have already been taught.

- Teacher reviews difficult words on a white board or piece of paper before students begin the spelling routine.

- Teacher says a word. The group repeats the word, writes the word, and reads the word.

- Teachers correct errors immediately. Student covers or puts a line through the missed word. Teacher says the word; then, the student repeats the word with the teacher, writes the word, and reads the word.

- One of the words can be a different word for each student, ensuring independent practice for each student’s needs once the routine is established.

- Group rereads the 3–4 words.

- It can be helpful for teacher to use a half-sheet of colored paper for students to cover their spelling and to deter students from copying in small groups.
Sight Words: Reading Sentences

• Teacher preplans 2–4 sentences using already taught sight words and decodable words at the Star Reader’s level.

• Teacher writes sentences on an overhead, a white board, or any material that is easy for the group to read.

• Group reads the sentences as the teacher points to the words.

• Teacher corrects errors immediately. If a sight word is misread, teacher provides students with the word. If a decodable word is misread, teacher directs students to the difficult part/sound in the word and has students try the word again. Students reread the entire sentence to provide immediate practice of the difficult word in context before reading the next sentence.

• After the group has read, each student reads one sentence independently.

READING COMPREHENSION ACTIVITIES (20–25 mins.)

Make and Check Predictions in a Book

• Prior to lesson, teacher makes or finds from a published resource a graphic organizer that can be used to make and check predictions in a book or passage. The graphic organizer should have a place to indicate whether the prediction is correct or incorrect.

<table>
<thead>
<tr>
<th>Text-to-self connection</th>
<th>I predict that…</th>
<th>Verify: My prediction was…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Teacher creates the graphic organizer on an overhead or draws it on a chart tablet. Student versions of the graphic organizer should be made for the group and individual practice.
• Teacher provides a text that will be used to model the process. Teacher should choose texts that have intrigue or surprise endings, such as children’s mystery or simple science books. Texts that will be read only by the teacher as well as student-level books are required. Teacher should make sure that some connections may easily be made in either the title or early illustrations of the books or passage.

• Teacher preplans text-to-self connections that will be used to model and marks the places in the books with sticky notes as a reminder.

• Teacher models the text-to-self connection by introducing the first text. Teacher writes the title on the graphic organizer chart, then reads the title of the text and pulls out a sticky note. Teacher tells students that the title brings a text-to-self connection to mind. Teacher reminds students that connections help us to understand what we read.

  o Teacher writes “TS,” which stands for text-to-self connection, on the sticky note and places it on the title while verbalizing the connection made. Teacher says: “I remember that happening once. It makes me think that ________ will happen because _________. I could also say I predict that ________ will happen because _________."

  o Teacher fills in the graphic organizer where the statement says, “I predict that…” Teacher says: “Predict is another way of saying think or guess, but not the kind of guess you just make up. It is a smart guess because you know something about the topic from your TS connection.”

  o Early in this process, teacher should provide an example of an incorrect prediction and remind students that the process is not about always being right.
• Teacher continues to read the story and directs the students to think not only about the validity of the prediction already written but also about other possible predictions. When the prediction is correct, teacher says: “I know the prediction is right because ________.” Teacher places a check mark or plus sign, or writes “correct,” in the verify box to signify that the prediction was correct.

  o Teacher should stress that it is the process of questioning and relating to connections that helps make predictions and helps better understanding of the reading. Teacher models an incorrect prediction and says: “I know the prediction was wrong because ________.” Teacher should tell students that it is OK to make an incorrect prediction, since authors sometimes try to surprise readers with the unexpected to keep them interested. Teacher tells students that sometimes an event is unexpected because the reader does not have any connection to a topic or the TS connection in someone’s life is different from what is in the book. Teacher places an X or writes “incorrect” in the verify box to signify that the prediction was not right.

• Teacher continues reading the book and asks students to make TS connections and predictions. Teacher has students tell why they think something will happen by saying: “I predict that ________ will happen because ________.” Teacher goes through the steps of checking the prediction when coming to the appropriate place in the book. Each student should be involved in making text-to-self connections, placing sticky notes appropriately, verbalizing as well as writing the predictions (teacher may help with the writing to speed up the process), and finally verifying the predictions’ accuracy.

• In guided practice on another day, teacher selects one of the student-level reading books or a passage that students will read. Teacher guides the group and monitors their work while students fill out their own graphic organizers.

• In independent practice, once the students understand the process, they may work together as partners or individually on a book at their level of reading. Teacher monitors and assists, or models again if required.
45-Minute Lesson 5
(Next week: Begin student rotation again.)

Student 1: Star Reader

Teacher Materials

• sound cards
• white board
• card stock paper for a list to write sounds on
• student paper
• notebook or journals for spelling
• pencils
• chart paper
• markers for chart paper
• books to model
• practice comprehension skill

PHONICS SKILLS INSTRUCTION (15–20 mins.)

Sound Review

• Teacher selects five sounds or spelling patterns that the Star Reader needs to review from core-reading curriculum scope and sequence. Student assessments are used to determine the sound review choices.

• The sounds selected for review do not include those that will be introduced in the next component.

• Teacher writes the five letters on a material such as a white board, a piece of paper, or index cards.

• The group reads each sound as teacher points (or holds up a card), and then each student reads all five sounds alone.
• When a student makes an error, the teacher says the sound followed by a key word: “The sound is ____ as in _______.“ Teacher asks students to make the corresponding sound. All the students repeat with the teacher and then reread the five sounds. Individual practice follows.

• To cause less confusion for students when prompting, it is helpful for the teacher to refer to the core-reading curriculum for key words used for each sound: “The sound is ___ as in _______.“ Teacher then asks students to make the corresponding sound.

• Teacher should always model sounds immediately if the students are confused or make errors. Students practice the sounds once again with the teacher.

Sound Introduction: Reading (new sound)

• Teacher uses Star Reader assessments and/or review of the Star Reader’s prior lesson(s) to determine if more practice is needed or if a new sound may be introduced.

• Sounds are introduced in the order outlined by the district’s core-reading decoding curriculum.

• Teacher models sounds rather than the letter name.

• Teacher introduces each new sound by either creating an index card or writing the new letter(s) for a sound on a white board, sheet of paper, or card stock. To reinforce letter sounds in all lessons, using a master letter-sound sheet or cards from district curriculum materials is helpful.

• Teacher provides a model of both the upper and lower case of letter sounds when first introducing.

• Each sound is introduced with a key word that starts with or significantly contains the sound. Teacher uses words from the district’s core curriculum. It helps for teachers to provide a picture to associate with the sound. Pictures may be found in the curriculum materials or in other published sources.
• On a sheet of paper with the new sound, the teacher writes some already known sounds interspersed randomly with the new sound. Three or four rows of sounds should be written.

• Teacher points and says: “This new letter is (letter name) and the sound is ___ as in ______.” Teacher asks students to make the corresponding sound. When a vowel is introduced, teacher says: “This new letter (vowel name) is a vowel.” Teacher then guides the group to repeat sounds, for example, “___ as in ______.” Teacher calls on each of the students in random order to repeat on their own.

• If a student makes an error, the teacher gives specific corrective feedback, for example, “The sound is ___ as in ______.” Then, the student says the sound with the teacher and finally repeats it alone.

• Before starting to read the rows of sounds written for practice reading, the teacher ensures that the new sound card or visual model is visible for all students to reference easily.

• The group reads the sounds together (while the teacher points), as they would typically read words—from left to right, row by row.

• Each student is called in random order to read a row alone.

• If a student misses a sound, teacher models the sound, student says the sound with the teacher, student says the sound alone, and then student rereads the line.

• Teacher keeps all introduced letter-sound cards or visual models with key words visible for scaffolding errors throughout lessons.

Sound Introduction: Spelling (new sound and daily reviewed sounds)

• Teacher preplans the spelling (writing sounds) by reviewing past lesson(s).

• Students need a pencil and a spelling notebook or sheet of paper.

• Each lesson requires only a few sounds to be spelled: the new sound (if one was introduced), as well as previously introduced sounds. Teacher ensures that students have the opportunity for both challenge and success.
• Teacher says the letter sound, not the letter name: “Write the letter that says ______.” Teacher asks students to say the corresponding sound.

• Group says the sound while writing it.

• Teacher corrects any student error immediately, either showing the sound card or modeling how to write the sound while saying it. The student says the sound again with the teacher and then once alone.

• Student puts an X through the error or covers the error with a sheet of paper. Teacher prompts for the sound again, and student repeats while rewriting the sound before proceeding to the next sound.

• If students have difficulty, teacher may help them to focus on what their mouths are doing when they say the sound.

Decoding Words: Reading (new sounds and daily reviewed sounds)

• Teacher preplans words according to the Star Reader’s needs while following the district core-reading decoding curriculum.

• Teacher chooses 5–10 words whose sounds have recently been introduced or reviewed.

• Words are written (2–3 per line) on a white board, chart paper or materials large enough for a group to see.

• For modeling and scaffolding difficult sounds, teacher keeps available previously introduced letter-sound cards or key sound materials to show students the sounds they miss or confuse.

• Teacher models by pointing to each sound in the word while saying the sounds slowly and then reading the word quickly.

• Students read the words left to right across rows.

• In group practice, point to the sounds in each word while students sound out the word smoothly and then read it quickly with the teacher. Teacher picks up the pace when the group starts to read the sounds a little quicker after a routine is established.
• After group practice with a row of words, the teacher drops out of the process of sounding out with students but continues to point to words as the group sounds out smoothly and reads each word. To keep pacing quick, teacher tries to just point to the word and say: “Sound out_____. Read it.”

• In independent practice, teacher calls on each student individually to sound out and read a row of words. If the student makes an error, the teacher models how to sound out the word; then the teacher and student do it together, followed by the student independent practice. Next, teacher prompts student to reread from the beginning of the row in which the error occurred.

• Teacher scaffolds any student who is having difficulty, or hesitates, by saying: “What’s the first sound? The next sound?”

• When a student misreads a word, the teacher may point to each sound and say: “What’s that sound?” “Try again.” “That sound is _____. “What’s that sound?” “Try again.”

• If a student has trouble blending the first two sounds, the teacher blends the sounds and the student adds the last sound. Teacher and student read the word together quickly. Finally, the student tries the word alone before going back to reread the row.

**Decodable Words: Spelling (new sounds and daily reviewed sounds)**

• Teacher preplans 3–4 words with Star Reader’s needs in mind. One word should have the new sound, one word should be more challenging, and the other words should be review or easier.

• Students need a pencil and a spelling notebook or sheet of paper.

• Teacher models how to say the sounds of a word while writing it and then how to say the word quickly when finished writing.

• Teacher reviews any difficult words or patterns on a white board or chalkboard before having students spell on their own.

• In group practice, teacher says word. All students repeat word after the teacher, to ensure they heard the word correctly, and then write the word.
• Teacher can have all students spell the same words or, after a couple of lessons, give each student a different word to write independently.

• Students reread all three or four words after the spelling is complete.

• If the student is still having difficulty, the student stretches the word sound by sound and listens for each sound, or the teacher stretches the word by exaggerating the difficult sound.

• If any misspellings, the student crosses out or covers up the word and rewrites it before going on to the next word.

• It is helpful for the teacher to have a half-sheet of colored paper for each student to use to cover words after they write them. This also deters other students from copying each other in a group setting.

Sight Words: Reading
• Teacher refers to the district core-reading curriculum for the sequence of sight words or high-frequency words students need to know by grade level.

• Teacher uses either a white board, a sheet of paper, or any material that ensures all students can see the words.

• Teacher prints the new sight word at the top of the material and then writes rows below with other previously introduced sight words, along with a new word.

• Each day a new sight word is introduced, or sight words are practiced for review.

• Teacher explains that some words occur so frequently in reading that it helps to remember them by sight. Sight words are never sounded out, but they can be spelled out loud.

• For certain words—such as no and know, or contractions—the teacher gives a brief example of its use with the sight word in a sentence.

• Teacher models to the group how to read, spell, and then repeat the new sight word.
• The group reads the word, then spells the word orally and reads it again.

• The group proceeds to read the sight words in the rows. When a sight word is missed, the teacher points to the word and reads it. The group reads the word, spells the word orally, and reads it again. After error correction, teacher has the group start to read from the beginning of the row. If the first word in a row is missed, the group rereads the prior row.

• Each student should have the opportunity to read 3–4 words alone.

• If students are having difficulty with the more frequently used sight words, teacher reviews using flash cards prior to reading.

• Teacher maintains a pocket chart, a wall chart, or index cards on a ring to introduce sight words for review.

**Sight Words: Reading Sentences**

• Teacher preplans 2–4 sentences using already taught sight words and decodable words at the Star Reader’s level.

• Teacher writes sentences on an overhead, a white board, or any material that is easy for the group to read.

• Group reads the sentences as the teacher points to the words.

• Teacher corrects errors immediately. If a sight word is misread, teacher provides students with the word. If a decodable word is misread, teacher directs students to the difficult part/sound in the word and has students try the word again. Students reread the entire sentence to provide immediate practice of the difficult word in context before reading the next sentence.

• After the group has read, each student reads one sentence independently.
READING COMPREHENSION ACTIVITIES (20–25 mins.)

Make and Check Predictions in a Book

- Prior to lesson, teacher makes or finds from a published resource a graphic organizer that can be used to make and check predictions in a book or passage. The graphic organizer should have a place to indicate whether the prediction is correct or incorrect.

<table>
<thead>
<tr>
<th>Text-to-self connection</th>
<th>I predict that…</th>
<th>Verify: My prediction was…</th>
</tr>
</thead>
</table>

- Teacher creates the graphic organizer on an overhead or draws it on a chart tablet. Student versions of the graphic organizer should be made for the group and individual practice.

- Teacher provides a text that will be used to model the process. Teacher should choose texts that have intrigue or surprise endings, such as children’s mystery or simple science books. Texts that will be read only by the teacher as well as student-level books are required. Teacher should make sure that some connections may easily be made in either the title or early illustrations of the books or passage.

- Teacher preplans text-to-self connections that will be used to model and marks the places in the books with sticky notes as a reminder.
Sample Lesson Plans

- Teacher models the text-to-self connection by introducing the first text. Teacher writes the title on the graphic organizer chart, then reads the title of the text and pulls out a sticky note. Teacher tells students that the title brings a text-to-self connection to mind. Teacher reminds students that connections help us to understand what we read.

  - Teacher writes “TS,” which stands for text-to-self connection, on the sticky note and places it on the title while verbalizing the connection made. Teacher says: “I remember that happening once. It makes me think that __________ will happen because __________. I could also say I predict that __________ will happen because __________.”

  - Teacher fills in the graphic organizer where the statement says, “I predict that…” Teacher says: “Predict is another way of saying think or guess, but not the kind of guess you just make up. It is a smart guess because you know something about the topic from your TS connection.”

  - Early in this process, teacher should provide an example of an incorrect prediction and remind students that the process is not about always being right.

- Teacher continues to read the story and directs the students to think not only about the validity of the prediction already written but also about other possible predictions. When the prediction is correct, teacher says: “I know the prediction is right because ________.” Teacher places a check mark or plus sign, or writes “correct,” in the verify box to signify that the prediction was correct.

  - Teacher should stress that it is the process of questioning and relating to connections that helps make predictions and helps better understanding of the reading. Teacher models an incorrect prediction and says: “I know the prediction was wrong because __________.” Teacher should tell students that it is OK to make an incorrect prediction, since authors sometimes try to surprise readers with the unexpected to keep them interested. Teacher tells students that sometimes an event is unexpected because the reader does not have any connection to a topic or the TS connection in someone’s life is different from what is in the book. Teacher places an X or writes “incorrect” in the verify box to signify that the prediction was not right.
Sample Lesson Plans

- Teacher continues reading the book and asks students to make TS connections and predictions. Teacher has students tell why they think something will happen by saying: “I predict that ________ will happen because __________.” Teacher goes through the steps of checking the prediction when coming to the appropriate place in the book. Each student should be involved in making text-to-self connections, placing sticky notes appropriately, verbalizing as well as writing the predictions (teacher may help with the writing to speed up the process), and finally verifying the predictions’ accuracy.

- In guided practice on another day, teacher selects one of the student-level reading books or a passage that students will read. Teacher guides the group and monitors their work while students fill out their own graphic organizers.

- In independent practice, once the students understand the process, they may work together as partners or individually on a book at their level of reading. Teacher monitors and assists, or models again if required.