

ALPHABETIC UNDERSTANDING

Strategy Set Outline



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I. Letter Sounds-Lesson 1: *Initial Instructional Strategy—Producing Letter Sounds*

Introduction

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

Lesson Objective

Teach the new letter-sound /sss/.

Corresponding TEKS Objectives

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

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

Rationale and Purpose

- Knowledge of letter-sound correspondence is a foundational skill for alphabetic understanding. Students who have learned a few letter sounds can begin to decode simple consonant-vowel-consonant (CVC) words.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers who lack understanding of letter-sound correspondences.

Necessary Pre-skills

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

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

Instructional Design Criteria

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

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

Sample sequence example:

(This is only one possible example.)

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

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

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

Materials and Examples

Dry erase board or chalk board.

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

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

How To Evaluate Learning

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

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

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I. Letter Sounds-Lesson 2:

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

Lesson Objective

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

Corresponding TEKS Objectives

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

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

Rationale and Purpose

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

Necessary Preskills

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

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

Instructional Design Criteria

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

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

Materials and Examples

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

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

Instructional Sequence

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

How To Evaluate Learning

Use the procedure outlined in the initial teaching strategy.

References:

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

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

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

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ALPHABETIC UNDERSTANDING



I. Letter Sounds -Lesson 3:

Expansion Strategy—Matching Letters and Sounds

Lesson Objective

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

Corresponding TEKS Objectives

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

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

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

Rationale and Purpose

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

Necessary Pre-skills

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

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

Instructional Design Criteria

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

Materials and Examples

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

Sock

Tack

Mop

Apple

- Letter tiles representing sounds that have been taught.

s

t

m

a

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

How To Evaluate Learning

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

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II. Decoding Regular Words-Lesson 1: *Initial Instructional Strategy—Blending CVC words*

Introduction

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

Lesson Objective

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

Corresponding TEKS Objectives

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

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

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

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

Rationale and Purpose

- As soon as students have learned a few letter sounds they can begin to decode simple CVC words. Decoding skills encompass knowing letter-sound correspondences as well as blending sounds to form words. Systematic and explicit decoding instruction can significantly improve word recognition and spelling for kindergartners and first graders.
- Decoding is taught using with two steps in this strategy set: a) sounding words out and then blending those sounds to read words; and b) “silent sound outs” to read the whole word. This initial lesson focuses on a) sounding words out and then blending those sounds to read words.
- This strategy can be used with beginning readers in kindergarten and first grade or struggling readers.

Necessary Pre-skills

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

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

Necessary Pre-skills

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

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

Instructional Design Criteria

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

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

Materials and Examples

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

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

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

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

How To Evaluate Learning

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

References:

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

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

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ALPHABETIC UNDERSTANDING



II. Decoding Regular Words-Lesson 2:

Review Strategy—Silently Sounding Out Words and Reading Words Orally

Lesson Objective

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

Corresponding TEKS Objectives

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

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

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

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

Rationale and Purpose

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

Necessary Pre-skills

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

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

Instructional Design Criteria

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

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

Materials and Examples

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

mop lad rot lap lot mad rod sap

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

How To Evaluate Learning

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

References:

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

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

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ALPHABETIC UNDERSTANDING



II. Decoding Regular Words-Lesson 3: *Expansion Strategy—Manipulating Sounds in Words*

Lesson Objective

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

Corresponding TEKS Objectives

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

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

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

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

Rationale and Purpose

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

Necessary Pre-skills

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

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

Instructional Design Criteria

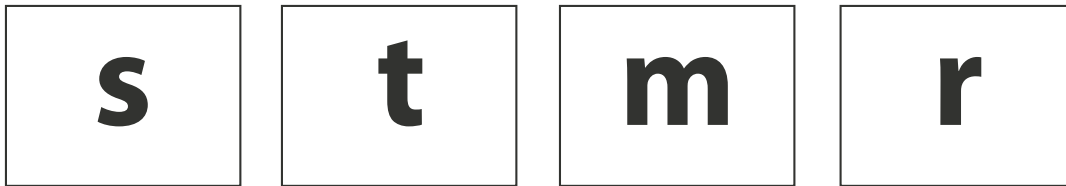
To ensure success, the instructional examples and sequence of instruction for reading regular CVC words use the following criteria:

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

Materials and Examples

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

Letter tiles for the following letters:



Instructional Sequence

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

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

How To Evaluate Learning

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

References:

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

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

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ALPHABETIC UNDERSTANDING



III. Spelling Regular Words-Lesson 1: *Initial Instructional Strategy—Tracing and Writing a New Letter-Sound Correspondence*

Introduction

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

Lesson Objective

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

Corresponding TEKS Objectives

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

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

Rationale and Purpose

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

Necessary Pre-skills

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

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

Instructional Design Criteria

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

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

Materials and Examples

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

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

Continued on next page

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

How To Evaluate Learning

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

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

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Student Worksheet: Spelling Activity #1

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

ALPHABETIC UNDERSTANDING



III. Spelling Regular Words-Lesson 2: *Review Strategy—Spelling Words Using Given Letter Sounds*

Lesson Objective

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

Corresponding TEKS Objectives

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

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

Rationale and Purpose

- Knowledge of sound-letter correspondence is a foundational skill for developing spelling proficiency. Students who have learned a few letter-sound correspondences can begin to spell simple CVC words. Students can use phonological knowledge to aid them in mapping sounds to letters to spell words.
- This lesson provides a teacher scaffold: the teacher segments the words into sounds for the students and the students write the corresponding letters. The following lesson will not provide the teacher scaffold and students will segment the sounds of a word and write the corresponding letters on their own.
- This strategy can be used with beginning readers in kindergarten and first grade or older struggling readers.

Necessary Pre-skills

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

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

Instructional Design Criteria

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

- Same features from Strategy Sets 1 and 2.
- Only change one feature of words when sequencing instructional examples for students to spell (i.e., mop, map, rap, sap, tap, top).

Materials and Examples

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

Instructional Sequence

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

How To Evaluate Learning

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

References:

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

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Student Worksheet: Spelling Activity #2

rat _ _ _	_ _ _	_ _ _
_ _ _	_ _ _	_ _ _

ALPHABETIC UNDERSTANDING



III. Spelling Regular Words-Lesson 3: *Expansion Strategy—Segmenting Sounds And Spelling Words*

Lesson Objective

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

Corresponding TEKS Objectives

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

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

Rationale and Purpose

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

Necessary Pre-skills

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

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

Instructional Design Criteria

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

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

Materials and Examples

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

Instructional Sequence

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

Continued on next page

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

How To Evaluate Learning

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

References:

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Student Worksheet: Spelling Activity #3

ALPHABETIC UNDERSTANDING



IV. Reading Irregular Words-Lesson 1: *Initial Instructional Strategy—Introduction To Irregular Words*

Introduction

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

Lesson Objective

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

Corresponding TEKS Objectives:

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

Rationale and Purpose

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

Necessary Pre-skills

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

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

Instructional Design Criteria

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

- Only irregular words are used during the initial lesson.
- Three to five irregular words are introduced each week.

Materials and Examples

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

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

How To Evaluate Learning

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

References:

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

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

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ALPHABETIC UNDERSTANDING



IV. Reading Irregular Words-Lesson 2: *Review Strategy—Spelling And Reading Irregular Words*

Lesson Objective

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

Corresponding TEKS Objectives:

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

Rationale and Purpose

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

Necessary Pre-skills

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

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

Instructional Design Criteria

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

- Three to five irregular words are introduced each week.

Materials and Examples

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

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

How To Evaluate Learning

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

References:

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

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ALPHABETIC UNDERSTANDING



IV. Reading Irregular Words-Lesson 3: *Expansion Strategy—Discriminating Between Irregular and Regular Words in Word Lists*

Lesson Objective

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

Corresponding TEKS Objectives

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

Rationale and Purpose

- Sight words are high-frequency, often irregular, words that do not follow alphabetic rules or common spelling-sound correspondences. These words are usually taught as whole units. The purpose of this spelling strategy is to facilitate students' automatic recognition of spelling and letter patterns. Strategies for reading such high-frequency words as *is*, *said*, *he/she*, and *was* are taught in beginning reading instruction concurrently with strategies for sounding out regular words.
- Students must be able to discriminate between regular and irregular words and apply the correct reading strategy for each word type. This lesson provides students with the necessary practice for discriminating between the two word types and applying the appropriate word reading strategy.
- Introduction to sight words begins in the middle of kindergarten and should increase in emphasis and priority in first and second grades.

Necessary Pre-skills

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

- Identify a number of letter-sound correspondences.
- Blend sounds to form words.
- Attend to the spellings of words.
- Discriminate between regular and irregular words.

Instructional Design Criteria

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

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

Materials and Examples

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

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

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

How To Evaluate Learning

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

References:

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

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

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ALPHABETIC UNDERSTANDING



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

Initial Instructional Strategy—Reading Regular and Irregular Words in Lists

Introduction

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

Lesson Objective

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

Corresponding TEKS Objectives

K.7, 1.7 & 2.5

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

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

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

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

Rationale and Purpose

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

Necessary Pre-skills

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

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

Instructional Design Criteria

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

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

Materials and Examples

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

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

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

How To Evaluate Learning

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

References:

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

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

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ALPHABETIC UNDERSTANDING



V. Sentence Reading with Regular Words and One Irregular Word-Lesson 2: *Review Strategy—Reading Sentences with Regular Words*

Lesson Objective

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

Corresponding TEKS Objectives

K.7, 1.7 & 2.5

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

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

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

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

Rationale and Purpose

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

Necessary Pre-skills

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

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

Instructional Design Criteria

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

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

Materials and Examples

Dry-erase board or chalk board with the following sentence:

Pat has a cat.

Students' worksheets with the sentence printed on it.

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

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

How To Evaluate Learning

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

References:

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

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

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

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

Student Sentence

Pat has a cat.

ALPHABETIC UNDERSTANDING



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

Expansion Strategy—Reading Sentences with Regular Word and Irregular Words

Lesson Objective

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

Corresponding TEKS Objectives

K.7, 1.7 & 2.5

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

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

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

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

Rationale and Purpose

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

Necessary Pre-skills

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

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

Instructional Design Criteria

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

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

Materials and Examples

Dry-erase board or chalkboard with the following sentences:

Pat has a cat.

The cat is red.

Students' worksheets with the sentences printed on it.

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

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

How To Evaluate Learning

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

References:

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

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

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Student Sentence

**Pat has a cat.
The cat is red.**