

TEKS Referenced in Strategy Sets



1.) Phonemic Awareness

Strategy Set 1: *First Sound*

The student is expected to:

TEKS K.6.D and 1.6.D

Identify and isolate the initial and final sound of a spoken word (K-1).

TEKS K.7.C and 1.7.C

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

Strategy Set II: *Blending Onset-Rime*

The student is expected to:

TEKS K.6.B and 1.6.B

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

TEKS K.7.C and 1.7.C

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

Strategy Set III: *Blending Phoneme by Phoneme*

The student is expected to:

TEKS K.6.E

Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K).

TEKS 1.6.E

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

TEKS K.7.C and 1.7.C

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

Strategy Set IV: *Segmenting Sound by Sound*

The student is expected to:

TEKS K.6.F

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

TEKS 1.6.F

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

TEKS K.7.C and 1.7.C

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

Strategy Set V: *Deletion and Substitution*

The student is expected to:

TEKS 1.6.F

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

TEKS 1.7.C

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

2.) Alphabetic Understanding

Strategy Set I: *Letter Sounds*

The student is expected to:

TEKS K.7.B and 1.7.B

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

TEKS K.7.C and 1.7.C

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

TEKS K.6.D and 1.6.D

Identify and isolate the initial and final sound of a spoken word (K-1).

Strategy Set II: *Decoding Regular Words*

The student is expected to:

TEKS K.7.C and 1.7.C

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

TEKS 1.7.F

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

TEKS 1.7.G

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

TEKS 2.5.A

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

Strategy Set III: *Spelling Regular Words*

The student is expected to:

TEKS K.14.C and 1.17.C

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

TEKS 1.8.E and 2.5.C

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

TEKS 1.20.A and 2.16.B

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

Strategy Set IV: *Reading Irregular Words*

The student is expected to:

TEKS 1.8.E and 2.5.C

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

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

TEKS K.7 and 1.7

The student uses letter-sound knowledge to decode written language.

TEKS 2.5

The student uses a variety of word identification strategies.

The student is expected to:

TEKS K.7.C

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

TEKS 1.8.A and 2.5.A

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

TEKS 1.7.F

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

TEKS 1.7.G

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

3.) Fluency

Strategy Set I: *Letter Sounds*

TEKS K.7 and 1.7

The student uses letter-sound knowledge to decode written language.

The student is expected to:

TEKS K.7.C and 1.7.C

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

Strategy Set II: *Regular Word Reading*

The student is expected to:

TEKS 1.8.A and 2.5.A

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

TEKS 1.8.G and 2.5.H

Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Strategy Set III: *Irregular Word Reading*

The student is expected to:

TEKS 1.8.E and 2.5.C

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

TEKS 1.8.G and 2.5.H

Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

Strategy Set IV: *Fluency in Connected Text*

The student is expected to:

TEKS 1.9.B

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

TEKS 2.6.B

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

TEKS 2.6.C

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

TEKS 1.9.D and 2.6.D

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

TEKS 2.6.E

Read silently for increasing periods of time (2-3).

4.) Vocabulary

Strategy Set I: *Examples*

TEKS K.4, 1.4, and 2.4

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

TEKS K.8, 1.11, and 2.8

The student develops an extensive vocabulary.

Strategy Set II: *Synonyms*

TEKS K.4, 1.4, and 2.4

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

TEKS K.8, 1.11, and 2.8

The student develops an extensive vocabulary.

Strategy Set III: *Definitions*

TEKS K.4, 1.4, and 2.4

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

TEKS K.8, 1.11, and 2.8

The student develops an extensive vocabulary.

Strategy Set IV: *Elaboration*

TEKS K.4, 1.4, and 2.4

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

TEKS K.8, 1.11, and 2.8

The student develops an extensive vocabulary.

Strategy Set V: *Context*

TEKS 2.4

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

TEKS 2.8

The student develops an extensive vocabulary.

5.) Comprehension

Strategy Set I: *Literal Comprehension*

TEKS K.1, 1.1, and 2.1

The student listens attentively and engages actively in a variety of oral language experiences.

TEKS K.9

The student uses a variety of strategies to comprehend selections read aloud.

TEKS 1.12 and 2.9

The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

Strategy Set II: *Story Retell*

The student is expected to:

TEKS K.9.C, 1.12.C, and 2.9.C

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

TEKS 1.12.D and 2.9.D

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

Strategy Set III: *Story Grammar*

The student is expected to:

TEKS 1.12.A and 2.9.A

Use prior knowledge to anticipate meaning and make sense of texts (K-3).

TEKS K.9.C, 1.12.C, and 2.9.C

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

TEKS 1.12.D and 2.9.D

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

TEKS 2.9.I

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

Strategy Set IV: *Sequencing*

The student is expected to:

TEKS K.9.C, 1.12.C, and 2.9.C

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

TEKS 1.12.D and 2.9.D

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

TEKS 2.9.H

Produce summaries of text selections (2-3).

Strategy Set V: *Main Idea*

TEKS 1.12 and 2.9

The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

The student is expected to:

TEKS 1.12.D and 2.9.D

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

TEKS 1.12.F and 2.9.F

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

Strategy Set VI: *Summarization*

TEKS 1.12 and 2.9

The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

The student is expected to:

TEKS 1.12.C and 2.9.C

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

TEKS 2.9.H

Produce summaries of text selections (2-3).

TEKS 2.9.I

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

Activity Matrix



NOTE:

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

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

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

* Indicates first lesson using the instructional strategy.

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

* Indicates first lesson using the instructional strategy.

Activity Matrix



NOTE:

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

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Phonemic Awareness</p> <p>Objective for the Week: Students will blend and segment phonemes of one-syllable words with 100% accuracy.</p>	<p>Strategy: Blending Phoneme by Phoneme Review Instruction Revisited (pp. 47-51).</p> <p>Procedure and Instructional Target: Teacher-led review of blending phonemes using manipulatives. Students mark each phoneme in a word and blend the phonemes into the whole word.</p> <p>Organization: Teacher-led, small group. Time: 4 minutes.</p>	<p>Strategy: Blending Phoneme by Phoneme Expansion Instruction (pp. 52-57).</p> <p>Procedure and Instructional Target: Teacher-led extension of blending phonemes. Students write and blend the sounds in words.</p> <p>Organization: Teacher-led, small group. Time: 8 minutes.</p>	<p>Strategy: Segmenting Sound by Sound Initial Instruction (pp. 58-62).</p> <p>Procedure and Instructional Target: Teacher-led introduction of segmenting phonemes using 2 and 3 phoneme words and Elkonin boxes.</p> <p>Organization: Teacher-led, small group. Time: 5 minutes.</p>	<p>Strategy: Segmenting Sound by Sound Review Instruction (pp. 63-66).</p> <p>Procedure and Instructional Target: Teacher-led review of segmenting 2 and 3 phoneme words using fingers to mark the sounds.</p> <p>Organization: Teacher-led, small group. Time: 7 minutes.</p>	<p>Strategy: Segmenting Sound by Sound Expansion Instruction (pp. 67-71).</p> <p>Procedure and Instructional Target: Teacher-led review of segmenting and integration of letter sounds. Students spell words using letters and sounds learned.</p> <p>Organization: Teacher-led, small group. Time: 8 minutes.</p>

* Indicates first lesson using the instructional strategy.

<p>Alphabetic Understanding</p> <p>Objective for the Week:</p> <p>(i) Students will read regular CVC words that contain the following letters: a, m, t, s, o, r, d, i, w, n & p with 100% accuracy.</p> <p>(ii) Students will produce the sound for the following new letters with 100% accuracy: f & g.</p>	<p>Strategy: Reading Regular CVC Words Initial Instruction - Sounding Out Regular Words (pp. 87-90).</p> <p>Procedure and Instructional Target: Students learn a strategy for sounding out words and putting sounds together to read regular CVC words. Students read words with the following letters: a, m, t, s, o, r, d, i, w, n & p.</p> <p>Organization: Teacher-led, small group. Time: 6 minutes.</p>	<p>Strategy: Reading Regular CVC Words Review Instruction-Silent Sound Out (pp. 91-93).</p> <p>Procedure and Instructional Target: Students learn a strategy for silently sounding out words and putting sounds together to read regular CVC words. Students read words with the following letters: a, m, t, s, o, r, d, i, w, n & p.</p> <p>Organization: Teacher-led, small group. Time: 5 minutes.</p>	<p>Strategy: New Letter Sounds Initial Instruction (pp. 87-90).</p> <p>Procedure and Instructional Target: Teacher introduces the new letter-sounds /www/ and /nnn/.</p> <p>Organization: Teacher-led, small group. Time: 5 minutes.</p>	<p>Strategy: Reading Regular CVC Words Expansion Instruction - Silent Sound Out (pp. 103-106).</p> <p>Procedure and Instructional Target: Students review the strategy for silently sounding out words and putting sounds together to read regular CVC words. Students read words with the following letters: a, m, t, s, o, r, p, & d. Introduce CVC words with the newly taught letters w and n on the word list.</p> <p>Organization: Teacher-led, small group. Time: 7 minutes.</p>	<p>Strategy: Reading Regular CVC Words Expansion and Integration Instruction - Sound Swappers (pp. 103-106).</p> <p>Procedure and Instructional Target: Students review the strategy for silently sounding out words and putting those sounds together to read regular CVC words. Students read words with the following letters: a, m, t, s, o, r, d, i, w, n & p. Introduce CVC words with the newly taught letters w and n on the word list.</p> <p>A teacher-led phonemic substitution activity is introduced in this lesson.</p> <p>Organization: Teacher-led, small group. Time: 10 minutes.</p>
<p>Fluency*</p> <p>Objective for the Week:</p> <p>Students will identify regular CVC words containing the following letter sounds with 100% accuracy at a rate of 1 word per 2 seconds: a, m, s, t, i, d, r, o.</p>	<p>Strategy: Regular Word Reading Initial Instruction - Flashy Partners (pp. 167-170).</p> <p>Procedure and Instructional Target: Teacher-led review of CVC words. Timed partner practice of regular CVC words with letter sounds - a, m, s, t, i, d, r, o.</p> <p>Organization: Student pairs. Time: 15 minutes.</p>	<p>Strategy: Regular Word Reading Initial Instruction Revisited - Flashy Partners (pp. 153-159).</p> <p>Procedure and Instructional Target: Teacher-led review of CVC words. Timed partner practice of regular CVC words with letter sounds - a, m, s, t, i, d, r, o.</p> <p>Organization: Student pairs. Time: 12 minutes.</p>	<p>Strategy: Regular Word Reading Reinforcement Instruction - Flashy Partner Timings (pp. 153-159).</p> <p>Procedure and Instructional Target: Timed partner practice of regular CVC words with letter sounds - a, m, s, t, i, d, r, o.</p> <p>Organization: Student pairs. Time: 10 minutes.</p>	<p>Strategy: Regular Word Reading Reinforcement Instruction Revisited - Flashy Partner Timings (pp. 153-159).</p> <p>Procedure and Instructional Target: Timed partner practice of regular CVC words with letter sounds - a, m, s, t, i, d, r, o.</p> <p>Organization: Student pairs. Time: 10 minutes.</p>	<p>Strategy: Regular Word Reading Expansion Instruction - Flashy Group Timings (pp. 160-166).</p> <p>Procedure and Instructional Target: Timed teacher-led group practice of regular CVC words with letter sounds - a, m, s, t, i, d, r, o.</p> <p>Organization: Teacher-led, small group. Time: 5 minutes.</p>

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<p>Vocabulary Objective for the Week: Students will correctly label the location of an object when it is <i>last</i>.</p>	<p>Strategy: Examples Initial Instruction - Teaching the Concept <i>Last</i> (pp. 218-221).</p> <p>Procedure and Instructional Target: Teacher provides positive and negative examples of the concept <i>last</i>. The students identify pictures that demonstrate this concept.</p> <p>Organization: Teacher-led, small group. Time: 5 minutes.</p>	<p>Strategy: Examples Review Instruction - Teaching the Concept <i>Last</i> (pp. 222-224).</p> <p>Procedure and Instructional Target: Students manipulate cubes to demonstrate the concept <i>last</i>.</p> <p>Organization: Teacher-led, small group. Time: 5 minutes.</p>	<p>Strategy: Examples Review Instruction - Teaching the Concept <i>Last</i> (pp. 222-224).</p> <p>Procedure and Instructional Target: Students manipulate cubes to demonstrate the concept <i>last</i>. Review the concepts <i>over</i>, <i>under</i>, and <i>first</i>.</p> <p>Organization: Teacher-led, small group. Time: 10 minutes.</p>	<p>Strategy: Examples Expansion Instruction - Teaching the Concept <i>Last</i> (pp. 225-227).</p> <p>Procedure and Instructional Target: Children use the word <i>last</i> in a sentence to describe a block's location. Use the extension activity to make a connection with the <i>last</i> sound in words.</p> <p>Organization: Teacher-led, small group. Time: 7 minutes.</p>	<p>Strategy: Examples Expansion Instruction - Teaching the Concept <i>Last</i> (pp. 225-227).</p> <p>Procedure and Instructional Target: Children use the word <i>last</i> in a sentence to describe a block's location. Use the extension activity to make a connection with the <i>last</i> sound in words.</p> <p>Organization: Teacher-led, small group. Time: 7 minutes.</p>
<p>Comprehension* Objective for the Week: Students will recall information directly stated in a passage read by the teacher.</p>	<p>Strategy: Literal Comprehension Initial Instruction - Direct Questions (pp. 279-282).</p> <p>Procedure and Instructional Target: Teacher leads students in how to listen for important information in short passages.</p> <p>Organization: Teacher-led, small group. Time: 15 minutes.</p>	<p>Strategy: Literal Comprehension Initial Instruction Revisited - Direct Questions (pp. 279-282).</p> <p>Procedure and Instructional Target: Students listen for important information in short passages, using a passage different from the previous day.</p> <p>Organization: Teacher-led, small group. Time: 15 minutes.</p>	<p>Strategy: Literal Comprehension Review Instruction - Direct Questions In Intervals (pp. 283-285).</p> <p>Procedure and Instructional Target: Students listen for and locate information in passages. The same passage from the previous day is utilized, but questions are asked at increasing intervals.</p> <p>Organization: Teacher-led, small group. Time: 15 minutes.</p>	<p>Strategy: Literal Comprehension Review Instruction Revisited - Direct Questions In Intervals (pp. 283-285).</p> <p>Procedure and Instructional Target: Students listen for and locate information in passages. A new passage is introduced and questions are asked at increasing intervals.</p> <p>Organization: Teacher-led, small group. Time: 15 minutes.</p>	<p>Strategy: Literal Comprehension Expansion Instruction - Direct Questions in Longer Passages (pp. 286-289).</p> <p>Procedure and Instructional Target: Using increasingly longer passages, students respond to questions during and after information is presented.</p> <p>Organization: Teacher-led, small group. Time: 15 minutes.</p>
<p>Total Time:</p>	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes

* Indicates first lesson using the instructional strategy.

Activity Matrix



NOTE:

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

Instructional Target: Reading and Writing Sentences

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Phonemic Awareness</p> <p>Objective for the Week:</p> <p>(i) Students will segment phonemes of 3 syllable words with 100% accuracy.</p> <p>(ii) Students will delete and substitute sounds in the initial position in 3 phoneme words with 100% accuracy.</p>	<p>Strategy: Segmenting Sound by Sound Expansion Instruction (pp. 67-71).</p> <p>Procedure and Instructional Target: Teacher-led review of segmenting and integration of letter sounds. Students spell words using phonemes and sounds they've learned.</p> <p>Organization: Teacher-led, small group. Time: 10 minutes.</p>	<p>Review segmenting sound by sound throughout day.</p>	<p>Strategy: Deletion and Substitution Initial Instruction (pp. 72-76).</p> <p>Procedure and Instructional Target: Teacher-led introduction of deleting and substituting sounds. Students use letter tiles to change the first sound in a word to make a new word.</p> <p>Organization: Teacher-led, small group. Time: 10 minutes.</p>	<p>Review segmenting, deletion, and substitution throughout day.</p>	<p>Strategy: Deletion and Substitution Initial Instruction Revisited (pp. 72-76).</p> <p>Procedure and Instructional Target: Teacher-led introduction of deleting and substituting sounds. Students use letter tiles to change the first sound in a word to make a new word.</p> <p>Organization: Teacher-led, small group. Time: 10 minutes.</p>

* Indicates first lesson using the instructional strategy.

<p>Alphabetic Understanding</p> <p>Objective for the Week: Student will</p> <p>a) read the words: Pat, is, cat, has, a, red, the on a word list with 100% accuracy, and</p> <p>b) read the following sentences with 100% accuracy and correctly answer comprehension questions by the end of the instructional sequence: Pat has a cat. The cat is red. The red cat can run.</p>	<p>Strategy: Reading Sentences Initial Instruction - Sentence Reading Preparation Activity (pp. 128-131).</p> <p>Procedure and Instructional Target: Students practice reading the words: Pat, is, cat, has, a, red, the in word lists to prepare for reading sentences. Students read the word lists once for accuracy and once for fluency.</p> <p>Organization: Teacher-led, small group. Time: 10 minutes.</p>	<p>Strategy: Reading Sentences Review Instruction (pp. 132-136).</p> <p>Procedure and Instructional Target: Teacher introduces a strategy for sentence reading that includes</p> <p>a) sentence reading model by the teacher,</p> <p>b) sentence reading preview by the students,</p> <p>c) sentence reading practice - once for accuracy and once for fluency, and</p> <p>d) comprehension questions.</p> <p>Organization: Teacher-led, small group. Time: 10 minutes.</p>	<p>Strategy: Reading Sentences Review Instruction (pp. 132-136).</p> <p>Procedure and Instructional Target: Students will review initial instruction word lists and teachers will introduce a strategy for sentence reading that includes</p> <p>a) sentence reading model by the teacher,</p> <p>b) sentence reading preview by the students,</p> <p>c) sentence reading practice - once for accuracy and once for fluency, and</p> <p>d) comprehension questions.</p> <p>Organization: Teacher-led, small group. Time: 10 minutes.</p>	<p>Strategy: Reading Sentences Expansion and Integration Instruction (pp. 137-141).</p> <p>Procedure and Instructional Target: Teacher provides students an opportunity to practice the sentence reading strategy with 2 sentences.</p> <p>Organization: Teacher-led, small group. Time: 10 minutes.</p>	<p>Strategy: Reading Sentences Expansion and Integration Instruction (pp. 137-141).</p> <p>Procedure and Instructional Target: Teacher provides students an opportunity to practice the sentence reading strategy with 3 sentences.</p> <p>Organization: Teacher-led, small group. Time: 10 minutes.</p>
<p>Fluency</p> <p>Objective for the Week:</p> <p>(i) Students will accurately identify the following frequently occurring irregular words with 100% accuracy at a rate of 25 words a minute: out, all, her, little, like.</p> <p>(ii) Students will identify the following review letter sounds with 100% accuracy at a rate of 1 sound per 1 second: x, q, u, J, E.</p>	<p>Strategy: Irregular Word Reading Instruction - Grid Reading (pp. 179-184).</p> <p>Procedure and Instructional Target: Procedure and Instructional Target: Individual taped preview and practice of irregular words out, all, her, little, like.</p> <p>Organization: Individual instruction led by audio-tape. Time: 15 minutes.</p>	<p>Strategy: Irregular Word Reading Reinforcement Instruction - Timed Grid Reading With Graphing (pp. 185-189).</p> <p>Procedure and Instructional Target: Teacher-led review of: out, all, her, little, like. Timed teacher-student practice with graphing.</p> <p>Organization: Teacher-led, small group/whole class model followed by teacher-student timings. Time: 10 minutes.</p>	<p>Strategy: Irregular Word Reading Reinforcement Instruction Revisited - Timed Grid Reading With Graphing (pp. 185-189).</p> <p>Procedure and Instructional Target: Teacher-led review of: out, all, her, little, like. Timed teacher-student practice with graphing.</p> <p>Organization: Teacher-led, small group/whole class model followed by teacher-student timings. Time: 10 minutes.</p>	<p>Strategy: Irregular Word Reading Expansion Instruction - Road Race With Graphing (pp. 190-193).</p> <p>Procedure and Instructional Target: Teacher-led review. Paired partner practice game with irregular words: out, all, her, little, like.</p> <p>Organization: Teacher-led, model followed by student pair activity. Time: 10 minutes.</p>	<p>Strategy: Letter Sound Fluency Expansion Instruction - Beat the Clock (pp. 209-216).</p> <p>Procedure and Instructional Target: Timed paired partner practice of review letter sounds: x, q, u, j, e.</p> <p>Organization: Paired partner practice. Time: 10 minutes.</p>

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<p>Vocabulary Objective for the Week: Students will use at least one describing word in an original sentence.</p> <p>NOTE: Sentences must match students' reading levels.</p>	<p>Strategy: Elaboration Initial Instruction - Making a List of Describing Words (pp. 251-254).</p> <p>Procedure and Instructional Target: Students generate a list of describing words for a picture of an object. Teacher models how to use the describing words in a phrase to tell more about the object.</p> <p>Organization: Teacher-led, small group. Time: 10 minutes.</p>	<p>Review describing words during daily teaching routine.</p>	<p>Strategy: Elaboration Review Instruction - Adding Describing Words to Sentences (pp. 255-259).</p> <p>Procedure and Instructional Target: Students read sentences made from word cards. Students add a describing word to the sentence to tell more about an object.</p> <p>Organization: Teacher-led, small group. Time: 15 minutes.</p>	<p>Review describing words during daily teaching routine.</p>	<p>Strategy: Elaboration Review Instruction - Adding Describing Words to Sentences (pp. 255-259).</p> <p>Procedure and Instructional Target: Students read sentences made from word cards. Students add two describing words to the sentence to tell more about an object.</p> <p>Organization: Teacher-led, small group. Time: 15 minutes.</p>
<p>Comprehension* Objective for the Week: Students will orally retell events from instructional-level sentences.</p>	<p>Retell morning routine.</p>	<p>Strategy: Story Retell Initial Instruction -Introduce Story Retelling Strategy & Retelling Sentences (pp. 290-296).</p> <p>Procedure and Instructional Target: Teacher introduces prompts for retelling story content, models their use, and provides partner practice using the prompts.</p> <p>Organization: Teacher-led, small group/whole class followed by partner practice. Time: 25 minutes.</p>	<p>Review story retell prompts and provide practice using the prompts during story reading time.</p>	<p>Strategy: Story Retell Initial Instruction Revisited - Introduce Story Retelling Strategy & Retelling Sentences Revisited (pp. 290-296).</p> <p>Procedure and Instructional Target: Teacher reviews prompts for retelling story content, models their use, and provides partner practice using the prompts.</p> <p>Organization: Teacher-led, small group/whole class followed by partner practice. Time: 25 minutes.</p>	<p>Review story retell prompts and provide practice using the prompts during story reading time.</p>
<p>Total Time:</p>	<p>45 minutes</p>	<p>45 minutes</p>	<p>45 minutes</p>	<p>45 minutes</p>	<p>45 minutes</p>

* Indicates first lesson using the instructional strategy.

Activity Matrix



NOTE:

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

Instructional Target: Building Fluency, Vocabulary and Comprehension

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Fluency Objective for the Week:</p> <p>(i) Students will accurately identify the following frequently occurring irregular words with 100% accuracy at a rate of 25 words in under a minute: look, they, talk, some, there.</p> <p>(ii) Students will read an instructional-level passage at a rate of 30 words correct per minute with 97% accuracy.</p> <p>NOTE: This lesson would follow a lesson in which the words and phonic elements were previously introduced.</p>	<p>Strategy: Irregular Word Reading Reinforcement Instruction - Timed Grid Reading With Graphing (pp. 185-189).</p> <p>Procedure and Instructional Target: Teacher-led review of: look, they, talk, some, there. Timed teacher-student practice with graphing.</p> <p>Organization: Teacher-led, small group/whole class model followed by teacher-student timings. Time: 10 minutes.</p>	<p>Strategy: Irregular Word Reading Expansion Instruction - Race With Graphing (pp. 190-193).</p> <p>Procedure and Instructional Target: Teacher-led review. Paired partner practice game with irregular words: look, they, talk, some, there.</p> <p>Organization: Teacher-led review and student pairs. Time: 15 minutes.</p>	<p>Strategy: Fluency in Connected Text Initial Instruction - Partner Reading With Graphing (pp. 194-201).</p> <p>Procedure and Instructional Target: Partner preview of instructional level reading materials. Practice building accuracy and speed. Partners provide corrective feedback. Graph progress.</p> <p>Organization: Partner practice. Time: 15 minutes.</p>	<p>Strategy: Fluency in Connected Text Reinforcement Instruction - Repeated Reading (tape assisted) with Graphing (pp. 202-208).</p> <p>Procedure and Instructional Target: Partner review of missed words and 3 x individual audio taped preview of instructional-level passage.</p> <p>Organization: Partner and individual. Time: 15 minutes.</p>	<p>Strategy: Fluency in Connected Text Expansion Instruction - Repeated Reading with Final Timing and Graphing (pp. 209-216).</p> <p>Procedure and Instructional Target: Student independently reads instructional-level passage twice. Reads passage third time with partner. Partner collects data on student performance. Graphs results.</p> <p>Organization: Individual and partner activity. Time: 15 minutes.</p>

* Indicates first lesson using the instructional strategy.

<p>Vocabulary Objective for the Week: Students will learn the meaning of new vocabulary words through the use of their synonyms. They will demonstrate understanding by correctly using the target words in original sentences.</p>	<p>Strategy: Synonym Initial Instruction - Recognizing the Target Word (pp. 228-231).</p> <p>Procedure and Instructional Target: Students tell if pictures represent the target words from today's story and state how they came to that conclusion.</p> <p>Organization: Teacher-led, small group. Time: 15 minutes.</p>	<p>Strategy: Synonym Review Instruction - Completing Sentences With the Target Word and its Synonym (pp. 232-236).</p> <p>Procedure and Instructional Target: Students use the target words and their synonyms to complete sentences.</p> <p>Organization: Teacher-led, small group. Time: 15 minutes.</p>	<p>Strategy: Synonym Review Instruction - Completing Sentences With the Target Word and its Synonym (pp. 232-236).</p> <p>Procedure and Instructional Target: Students use the target words and their synonyms to complete sentences.</p> <p>Organization: Teacher-led, small group. Time: 15 minutes.</p>	<p>Strategy: Synonym Expansion Instruction - Creating an Original Sentence (pp. 237-239).</p> <p>Procedure and Instructional Target: Students write an original sentence using the target word.</p> <p>Organization: Teacher-led small group. Time: 15 minutes.</p>	<p>Strategy: Synonym Expansion Instruction - Creating an Original Sentence (pp. 237-239).</p> <p>Procedure and Instructional Target: Students write an original sentence using the target word.</p> <p>Organization: Teacher-led small group. Time: 15 minutes.</p>
<p>Comprehension* Objective for the Week: Students will correctly sequence multiple events from a short decodable passage in the order the events occur.</p>	<p>Strategy: Sequencing Initial Instruction -Finding A Story Sequence (pp. 345-350).</p> <p>Procedure and Instructional Target: Teacher models identifying important events and sequencing events in order from an instructional-level passage. Teacher leads students through the process.</p> <p>Organization: Teacher-led, small group or whole class instruction. Time: 25 minutes.</p>	<p>Strategy: Sequencing Initial Instruction Revisited - Finding A Story Sequence (pp. 345-350).</p> <p>Procedure and Instructional Target: Teacher models identifying important events and sequencing events in order from an instructional-level passage. Teacher leads students through the process.</p> <p>Organization: Teacher-led, small group or whole class instruction. Time: 20 minutes.</p>	<p>Strategy: Sequencing Review Instruction -Matching Sequences (pp. 351-360).</p> <p>Procedure and Instructional Target: Students are provided with a strategy for sequencing the events of a story.</p> <p>Organization: Teacher-led, small group or whole class instruction. Time: 20 minutes.</p>	<p>Strategy: Sequencing Review Instruction Revisited - Matching Sequences (pp. 351-360).</p> <p>Procedure and Instructional Target: Students are provided with a strategy for sequencing the events of a story.</p> <p>Organization: Teacher-led, small group or whole class instruction. Time: 20 minutes.</p>	<p>Strategy: Sequencing Expansion Instruction - Partner Sequencing (pp. 361-365).</p> <p>Procedure and Instructional Target: Teacher models identifying important events and sequencing events in order from an instructional-level passage. Students review the strategy for sequencing a story.</p> <p>Organization: Teacher facilitates partner practice. Time: 20 minutes.</p>
<p>Total Time:</p>	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes

* Indicates first lesson using the instructional strategy.