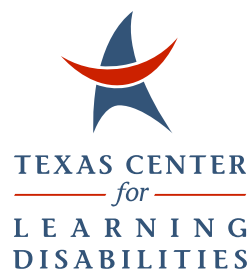




Second- and Third-Grade Explicit Phonics Intervention



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

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About the Texas Center for Learning Disabilities

The Texas Center for Learning Disabilities (TCLD) is a research center that investigates the classification, early intervention, and remediation of learning disabilities. The National Institutes of Health funds research activities, which are conducted at the University of Houston, The University of Texas at Austin, and The University of Texas Health Science Center at Houston. To learn more about TCLD, visit our website at www.texasldcenter.org

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Overview

How to Use This Guide

This guide describes research-based practices appropriate for small-group phonics intervention in second and third grades. The practices are flexible and guided by ongoing assessments.

Sample lessons illustrate how the practices can be woven together to develop a daily reading intervention routine. Teachers can implement the practices and lessons with any district-adopted core curriculum, assessment system, and literature.

TEKS Connections

The practices in this guide align with many of the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) for grades 2 and 3. See the Appendix for a list of the aligned TEKS.

Assessments

Before beginning the intervention, assess students by using the following:

- **Letter-sound assessments** aligned with the district core reading curriculum
- **High-frequency word assessments** aligned with the district core reading curriculum
- **Running records of reading accuracy and error analysis** on leveled books from published resources

If these types of assessments are not available with the district core reading curriculum, look for other published resources or make your own assessments. Templates for assessments of letter sounds and high-frequency words are available at www.texasldcenter.org/files/lesson-plnas/u0_teacher.pdf.

Use results from assessments and anecdotal records to plan lessons for each day's Star Reader (i.e., focus student). Assessments provide practical information about whether a student needs more review on a particular sound or letter pattern.

Lesson-Planning Components

These lesson plans include instructional routines for teaching letter sounds, decodable words, sight words, reading to reinforce learned sounds and words, and reading for comprehension. The instructional practices align with any district core reading program. The intervention is intended to be provided 4 days a week for 45 minutes with small groups of three to four students. Providing the intervention only 4 days a week gives the intervention teacher time to make up a lesson if there is a school interruption (e.g., assembly, early release, holiday) and allows students to participate in weekly assessments with their classroom teacher.

Each intervention day features one student as the Star Reader, for whom the lesson is planned and individualized. Other students participate in group and individual practice. Students take turns being the Star Reader throughout the week. In addition, lessons are structured to provide 5 minutes of individual assessment for one student each day. Thus, lessons are highly influenced by ongoing assessment to meet students' needs.

Example of Star Reader Rotation for a Group of Four Students

Day	Lesson for	Assessment for
Monday	Star Reader 1	Star Reader 4
Tuesday	Star Reader 2	Star Reader 1
Wednesday	Star Reader 3	Star Reader 2
Thursday	Star Reader 4	Star Reader 3
Friday	No lesson (make-up day if needed)	

Each lesson includes two components: **explicit phonics instruction** (20–30 minutes) and **reading comprehension activities** (10–20 minutes). Research-based practices within each of these components are described throughout this guide, followed by sample lesson plans.

Intervention Components and Instructional Practices

Component	Instructional Practices and Routines (select a few each day)
<p>Explicit Phonics Instruction (20–30 minutes)</p>	<ul style="list-style-type: none"> • Sound Review • Sound Introduction: Reading • Sound Introduction: Spelling • Segmenting: Phonemic Awareness • Decoding Words: Reading • Decoding Words: Spelling • Sight Words: Reading • Sight Words: Spelling • Sight Words: Reading Sentences • Teaching the Silent-e Rule • Common Word Endings: Reading • Multisyllable Words: Reading • Contractions: Reading • Contractions: Spelling
<p>Reading Comprehension Activities (10–20 minutes)</p>	<ul style="list-style-type: none"> • Book Reading Routine • Book Introduction: Activate Background Knowledge • Text-to-Self Connections • Make and Check Predictions • Text-to-Text Connections • Story Structure: Characters and setting • Story Structure: Sequence of Events • Story Structure: Problem and Solution • Main Idea • Summarization • Cause and Effect
<p>Assessment of Previous Day's Star Reader (5 minutes)</p>	<ul style="list-style-type: none"> • Letter-Sound Assessments • High-Frequency Word Assessments • Running Records of Reading Accuracy and Error Analysis

Explicit Phonics Instruction (20–30 minutes)

Sound Review

- Select five sounds or spelling patterns that the Star Reader needs to review from the core reading curriculum scope and sequence (as determined by the assessments). Do not include sounds that will be introduced in upcoming lessons.
- Write the five sounds on a whiteboard, piece of paper, or index cards.
- Prompt all students to read each sound together as you point to the sound or hold up the index card.

- Have each student read all five sounds individually. When a student makes an error, say the sound, followed by a key word, such as “The sound is /e/, as in *elephant*.” Have the student repeat the sound.
 - To promote consistency across the core curriculum and intervention, use key words from the core reading curriculum for each sound.
 - Model sounds immediately if students are confused or make errors.
- Have all students repeat and reread the five sounds.
- Provide individual practice.

Sound Introduction: Reading

- Introduce sounds in the order suggested by the core reading curriculum.
- Write the letters (uppercase and lowercase) representing the new sound on an index card, whiteboard, or sheet of paper.
- Model the sound and provide a key word from the core reading curriculum that either begins with or includes the sound. For example, point and say: “This new letter is s, and the sound is /s/, as in *sat*.” A picture can also be provided. (For a vowel, say: “This new letter, [vowel name], is a vowel.”)
- Have students repeat the sound.
- In group practice, have students say the sound and key word (e.g., “/a/, as in *ape*”).
- Call on each student to repeat the sound on their own. If a student makes an error, provide specific corrective feedback—for example, “The sound is /s/, as in *sat*.” Have the student say the sound with you and then repeat it alone.
- On a sheet of paper, write three or four rows of sounds, including some already known sounds interspersed with the new sound.
- Ensure that the new sound card or visual model is visible to all students.
- Have the group read the sounds together from left to right, line by line, while pointing.
- Call on individual students to read a row alone. If a student misses a sound, model it and then have the student say the sound with you, say it alone, and then reread the line.
- Keep all introduced letter-sound cards or visual models with key words visible throughout all lessons.

Sound Introduction: Spelling

- Identify a new letter sound (if one was introduced) and a few previously introduced sounds for each lesson.
- Say one of the letter sounds (not the letter name). For example: “Write the letter that says /a/.”
- Have students say the sound while writing it.
- Correct errors immediately, either showing the sound card or modeling how to write the sound while saying it. Have the student say the sound again with you and then once alone.

- Have students put an *X* through the error or cover the error with a sheet of paper. Prompt students with the sound again and have students repeat the sound while rewriting it before proceeding to the next sound.
- If students have difficulty, help them focus on the shape of their mouths and position of their tongue as they say the sound.

Segmenting: Phonemic Awareness

- Use Elkonin sound boxes or another method (e.g., dots, dashes, lines drawn on a white board or sheets of paper) to indicate the number of sounds in a word. Students will point to these boxes or lines while saying the sounds in a word. One set of materials is needed for the teacher and each student.
- Plan instruction for three to six words daily using assessment results from the Star Reader and prior lessons.
- Each word will have two, three, or four sounds. When modeling, use words with just two sounds until students learn the segmenting routine.
- Using Elkonin sound boxes, model and say: "I am going to separate the word *us* into two sounds and then say the whole word." Point to each sound box sequentially on a board and slowly says: "/uuu/ /sss/ *us*."
- While pointing to each sound box, have all students say the sounds and then say the whole word with you. Then point while each individual student says the sounds.
- Pass out materials to each student.
- Say each word. As a group, students segment each word.
- Observe and listen to students. When students make an error, model again by stretching the sounds more slowly while pointing and then saying the whole word. Students follow along with you and finally repeat the process individually. Students who are frustrated or who are guessing need more practice in the same level or a lower one.
- In independent practice, each student segments one to two words.

Decoding Words: Reading

- Select words for instruction according to the Star Reader's needs and the district core reading curriculum.
- Choose 5 to 10 words whose sounds have been recently introduced or reviewed.
- Write words (two to three per line) on a white board or chart paper or use the document camera so that the words are large enough for a group to see.
- Keep previously introduced letter-sound cards or key sound materials nearby while modeling and scaffolding to show students the sounds they miss or confuse.
- Model by pointing to each sound in the word while saying the sounds slowly and then reading the word quickly.

- Students read the words left to right across rows.
- In group practice, point to the sounds in each word while students sound out the word smoothly and then read it quickly with you. Gradually increase the pace of instruction as students learn the routine.
- Once students learn the routine, continue pointing as students smoothly sound out and read words, but do not say sounds with the students. To maintain a brisk pace, point to the word and say: "Sound out _____. Read it."
- In independent practice, call on each student to sound out and read a row of words. If the student makes an error, model how to sound out the word, sound it out together, and then have the student sound it out independently. Next, prompt the student to reread all words from the beginning of the row in which the error occurred.
- Scaffold instruction for any student having difficulty or hesitating by saying: "What's the first sound? The next sound?"
- When a student misreads a word, point to each sound and say: "What's that sound?" "Try again." "That sound is /m/." "What's that sound?"
- If a student has trouble blending the first two sounds, blend the sounds for them and have the student add the last sound. Then, read the word with the student quickly. Finally, the student reads the word alone before going back to reread the row.

Decoding Words: Spelling

- Plan instruction for three to four words according to the Star Reader's needs. One word should contain the new sound for the day, one word should be more challenging, and the other words should be review or easier.
- Students need a pencil and a spelling notebook or sheet of paper.
- Model how to say the sounds of a word while writing it and then how to say the word quickly when finished writing.
- Review any difficult words or patterns on a white board or chalkboard before having students spell on their own.
- In group practice, say the first word. All students repeat the word to ensure they heard it correctly and then write the word.
- Have all students spell the same words or, after a couple of lessons, give each student a different word to write independently.
- Students reread all three or four words after the spelling is complete.
- If the student is still having difficulty, have the student stretch the word, sound by sound, and listen for each sound, or stretch the word for them by exaggerating the difficult sound.
- If there are any misspellings, the student crosses out or covers up the word and rewrites it before going on to the next word.

- It is helpful to give each student a half-sheet of colored paper to cover words after they write them. This also deters other students from copying.

Sight Words: Reading

- Refer to the district core reading curriculum for a list of sight words or high-frequency words students need to know at each grade level.
- Write a new sight word at the top of a white board or large sheet of paper. Write rows of previously introduced sight words, along with the one new word, underneath.
- Explain that some words occur so frequently in reading that it helps to remember them by sight and learn how to spell them. (Sight words are never sounded out.)
- Model how to read, spell, and repeat the new sight word. For certain words—such as *no* and *know* or contractions—give a brief example of their use in a sentence.
- As a group, students read the word, spell the word orally, and read it again.
- The group reads the sight words in the rows. When a sight word is missed, point to the word and read it. The group reads the word, spells the word orally, and reads it again. After error correction, have the group read the entire row again. If the first word in a row is missed, the group rereads the prior row.
- Each student should have the opportunity to read three to four words alone.
- If students are having difficulty with the more frequently used sight words, review using flash cards prior to reading.
- Maintain a pocket chart, wall chart, or index cards on a ring to present sight words for review.

Sight Words: Spelling

- Students need a pencil and a spelling notebook or sheet of paper.
- Select three to four sight words that have already been taught.
- Review difficult words on a white board or piece of paper before students begin the spelling routine.
- Say a word. The group repeats the word, writes the word, and reads the word.
- Correct errors immediately by having the student cover or draw a line through the missed word, saying the word again for the student, and having the student repeat the word, write it, and read it.
- Once the spelling routine is established, one of the words can be a different word for each student, ensuring independent practice for each students' needs.
- The group rereads the three to four words together.
- It can be helpful use a half-sheet of colored paper for students to cover their spelling and to deter others from copying.

Sight Words: Reading Sentences

- Develop two to four sentences using previously taught sight words and decodable words at the Star Reader's level.
- Write sentences on a white board or large paper or use any other method that makes it easy for the group to read.
- Point to the words as students read the sentences together.
- Correct errors immediately. If a sight word is misread, provide students with the word. If a decodable word is misread, direct students to the difficult part or sound in the word and have students try to read the word again. Students reread the entire sentence to provide immediate practice of the difficult word in context before reading the next sentence.
- Provide individual practice by asking each student to read one sentence independently.

Teaching the Silent-e Rule

- Create two sets of vowel sounds—each with a key word and picture—on individual cards or a sheet of paper: one with the CVC short vowel pattern and one with the CVCe long vowel pattern. (Use other materials from the district curriculum as needed.) The vowel sound cards or print should be different colors to differentiate the two types of short and long vowel sounds. Use the same terminology as the district core reading curriculum.
- Once the silent *e* rule has been introduced, prepare words (on paper, white board, overheads, or flash cards) that can be changed by putting a silent *e* at the end. Present words that do and do not have the silent *e* at the end for the group to read and practice. Write the words randomly across the page so that the students have to make a conscious effort to think about the rule and practice.
- Introduce the silent *e* rule and model short and long vowel sounds:
 - Short vowels: "The vowel doesn't say its name in some words. For example, the letter "a" in "cap" makes the /a/ sound as in apple. This is the short vowel sound for the letter a." Model short vowel sounds and related key words. Next, have the students say the vowel sounds and key words together: "/a/ sound as in *apple*." Students then repeat with the teacher.
 - Long vowels: "Now look at the word "cape." It has an *e* at the end, which changes the vowel sound from /a/ to /ei/. The vowel is saying its name. This is the long vowel sound for the letter *a*." Present each vowel name and key word for the long vowel sound. Next, have the students say the vowel names and key words together. Students then repeat without the teacher.
- Tell students that there is a trick, or rule, that helps them to know which vowel sound to use when a word has an *e* at the end: "If you see a word with an *e* at the end, the vowel in the middle says its name and the *e* is silent."
- Present the cards or materials with the short vowel sound words. Before students read the word, prompt them to think about the rule and determine if there is an *e* at the end of the word. Say: "Is there an *e* at the end of the word?" After just a few seconds, say: "Read."
- When students make errors, correct them immediately. For example, if a student incorrectly makes the vowel sound in the middle of its name, ask: "Is there an *e* at the end of this word?" and "Should the vowel

in the middle say its name or its short sound?" If the student seems uncertain, provide the answer and have the student reread the word before the group goes on to the next word.

- As a group, students read a few word pairs (e.g., *hat, hate*), and then individual students read two to three word pairs alone.
- When students make errors, prompt them to focus on whether there is a silent-e at the end of the word so they can decide if the middle vowel says its name or its short sound.

Common Word Endings: Reading

- Select words that can be easily combined with the endings *-s*, *-ed*, *-ing*, and *-y*.
- Write words with endings on a poster, individual cards, a sheet of paper, or a white board.
- Introduce the ending *-s*. Tell students that sometimes the *s* added to the end of a word says /s/ and sometimes /z/. Say: "Use the sound that sounds right when you are talking." Model the correct way to pronounce words if necessary.
- Introduce the ending *-ed*. First, introduce only words whose endings have the /ed/ sound, such as *toasted, raided, patted, or pointed*. In future lessons, introduce words in which *-ed* has the sound /t/ as in *jumped* or *golfed* and the sound /d/ as in *bowed* or *grabbed*. Eventually, lessons should provide practice with a variety of endings.
- Introduce other endings in the same manner as above. Teach the endings and model by adding the sounds to appropriate words.
- Have students read words with endings in group practice. Provide support as needed, gradually reducing support.
- Provide individual practice so each student reads three to four words independently each lesson.

Multisyllable Words: Reading

- Prepare several simple compound words that will be used for the initial multisyllable word-reading lessons. Locate a list of words either in the core reading curriculum or another published resource.
- Compound words:
 - Model the simple compound words first. Say: "This is a long word that is easy to read when you look for smaller words. It is called a compound word because it has two smaller words in it."
 - The introduction of compound words can be on an overhead, white board, or any material that makes it easy to cover the first or second part of the word while students try to read the other part.
 - In guided practice with compound words, cover the second part of the compound word and ask the group of students to read the first part.
 - Once the first part is read, either (a) slide the cover from the second word part to the first word part, have students read the second part, and then read the two word parts together (this is the most helpful way to teach students the routine) or (b) uncover the second part and read the entire compound word along with the students.

- Provide independent practice of reading simple compound words before moving on to other longer words such as *together*.
- Multisyllable words:
 - Introduce multisyllable words that are not compound words. Say: “These words have two syllables or parts like in the word_____.” Use the term *syllable* regularly in the following lessons.
 - Model how to break words into syllables (each syllable has a vowel) and read each “chunk” (for example: *el-e-phant*).
 - Have students read words already broken up into syllables (for example: *tor-na-do, in-tend-ed*).
 - Provide practice in reading whole words by visually breaking them into syllables and then reading the word (for example: *infected, in-fect-ed*).
 - If necessary, prompt students to “Read one syllable at a time and then read the whole word together.” Model the process when an error occurs.
- In future lessons, select a combination of compound and multisyllable words so that students can practice these strategies. Remind students to look for word or sound parts they know before trying to read the entire word.

Contractions: Reading

- Introduce contractions. Say: “We like to talk fast, so instead of *could not* we say *couldn't*. *Couldn't* means *could not*. This is called a contraction.” Show students both words of the contraction.
- Note: Contractions are always taught as sight words; they are not sounded out.
- Provide guided practice. Present a contraction, tell the students the word, and have the students read the word and spell it aloud like they do with other sight words. When spelling contractions, include the apostrophe.
- Present a list of words with contractions on the white board or chart paper. The list could also include previously taught sight words.
- After reading some words as a group, point to a couple of words and ask each student to read independently.
- When students miss a contraction, point to the word and read it. The group reads the word, spells the word orally, and then reads it again. Point to the beginning of the row to reread words.

Contractions: Spelling

- Provide each student with a pencil and paper or notebooks. Prepare a list of contractions for students to spell. Refer to the district core reading curriculum for sequence of contractions. Sight words can also be integrated into this spelling activity if desired.
- Model how to spell some contractions before students practice spelling them on their own.
- Call out the word. Have students write the word on their paper and read it back to themselves.

- Correct errors immediately by writing the word on a white board. Read the word to the students. Students with errors cover the misspelled word and rewrite it.

Reading Comprehension Activities (10–20 minutes)

Book Reading Routines

- Select books or short passages that align with the district curriculum and needs of the Star Reader. The Star Reader will read the text aloud while other students follow along.
- Introduce the text. Provide a brief description of what it is about or allow students to provide information they have about the book or the topic. Tell students that they will be called on during any point of the reading to answer questions. (This ensures that all students are engaged in word reading and comprehension.)
- The Star Reader reads the text aloud independently as other students track print and point to words. Pointing helps reading accuracy and assists with monitoring students.
- During and after reading, ask questions such as “Who or what are we reading about?” “What can you tell me about what just happened in the story?” or “Why do you think the character did that, and what do you think the character will do now?”
- Questioning should be short and answers brief so there is time for rereading the book or passage.
- Prompt students to read the book or passage a second time. Choose a reading format, such as one of the following:
 - Oral independent reading, with students taking turns
 - Choral reading
 - Teacher and students reading alternate lines
 - Silent independent reading, with teacher monitoring students
 - Partner reading
- Correct errors immediately by providing the sight word or by specifically guiding the student to the part or sound in the word that needs to be corrected. The students may be directed to sound a word out and then read it quickly.
- After a student error, direct students to reread from the beginning of the sentence.
- Model fluent reading and prompt students to read fluently during the second reading (e.g., “read like real people talk,” “read a little faster”).

Book Introduction: Activate Background Knowledge

- This instruction helps students understand that reading activates memories (background knowledge), which helps us connect to and understand what we’re reading.

- Locate or create a large chart titled “Memories or Connections” to record things that we remember as we read. Below the title, create several entries that say, “This helps me remember that _____.” Mount the chart where it is clearly visible and easy to access and record memories and background knowledge.
- Create desk-size graphic organizers of the same chart for students or give students sentence strips so they can write a connection to their memory.
- Using the school curriculum, choose a book with vivid illustrations and familiar topics that will be readily understood. Such books might include things like going to the beach or park or stories about seasonal events applicable to the region, such as playing ball or sledding down a hill.
- Read the text aloud as students follow along or read with you. Stop at the end of a page or section and do a think aloud that illustrates how the text brings up memories. Tell the students that memories include the following:
 - Something you have done
 - Something you can do
 - A place you visited
 - Something else you have read
- Provide an example of how this text inspires a personal memory and helps one understand (or predict) what a character in the story might do (or not do) next. Write on the chart, “This helps me remember that _____.”
- Provide guided group practice. Remind students to think about their memories while the book is being read and to be ready to describe a memory. At different places in the book, give each student the opportunity to describe a memory that connects to the text. Ask students if something they know might help predict what happens next in the story. The student completes the sentence, “This helps me remember that _____.” Help students create a simple complete sentence (not a whole story) and write it on the “Memories or Connections” chart or on a sentence strip.

Text-to-Self Connections

- Before the lesson, make a text-to-self connection poster or find one from a published resource. The poster should have prompts to help students make connections to the story and their own lives or feelings.
 - This reminds me of ...
 - I understand how the character feels because ...
- Locate a text students can relate to. Use sticky notes to mark a couple of places in the book with connections to your own life. Have a couple of blank sticky notes ready for students’ connections.
- Show students the book cover and say: “Have you ever read a book that reminded you of something you have seen or experienced at school or at home?”
- Model how to make a text-to-self connection by reading the book aloud to the students.
 - Introduce the title of the book while students listen.

- Read a couple of pages and discuss.
- When you get to a page with a personal text-to-self connection, stop and explain it to students. Say: “This reminds me ...” Put a small sticky note with a “TS” to mark where a text-to-self connection has been made.
- In guided group practice, give students their own small sticky notes. Continue reading and tell students that they can raise their hands when they have their own text-to-self connection.
- Students briefly share their own text-to-self connections by saying: “This reminds me ...” Students put their own sticky note on the page where they had a connection. Point to the text-to-self poster or paper to scaffold students on what to think and say.
- It is helpful to call on some students who may not think they have a connection to the pictures. If needed, ask a direct question like “What do you know about _____?” or “How do you feel when _____?”
- Model this routine with another book on another day.
- In independent practice, once students are comfortable with the routine, they work in groups or pairs as they all read the same book. Students then take turns raising their hands and placing sticky notes in their books to share text-to-self connections. Monitor students.
- When students make errors or forget the procedure, model the process again, encouraging students to make text-to-self connections in any reading they do in their lives to help them understand the text.

Make and Check Predictions in a Book

- Create or find a graphic organizer that can be used to make and check predictions in a book or passage. The graphic organizer should have a place to indicate whether the prediction is correct or incorrect. Graphic organizers should be large enough so the entire intervention group can see and use it. Student versions of the graphic organizer should also be made for paired and individual practice.

Sample Graphic Organizer

Text-to-Self Connection	I Predict That...	Verify: My Prediction Was...

- Locate a text that will be used to model the prediction routine. Choose texts that have intrigue or surprise endings, such as a children’s mystery or simple science books. Make sure that some connections can be easily made from reading the title or looking at illustrations that appear early in the book. Choose some texts to read aloud to students and others that are on the students’ reading level.
- Prepare text-to-self connections that will be used while modeling and mark the places in the books with sticky notes as a reminder.

- Model. Write the title on the graphic organizer chart and then read the title of the text and pull out a sticky note. Tell students that the title brings a text-to-self connection to mind. Remind students that connections help us understand what we read.
 - Write “TS,” which stands for text-to-self connection, on the sticky note and place it on the title while verbalizing the connection made. Say: “I remember that happening once. It makes me think that _____ will happen because _____. I could also say I **predict** that _____ will happen because _____.”
 - Fill in the graphic organizer where the statement says, “I predict that ...” Say: “*Predict* is another way of saying *think* or *guess*, but not the kind of guess you just make up. It is a smart guess because you know something about the topic from your text-to-self connection.”
 - Early in this process, provide an example of an incorrect prediction and remind students that the process is not about always being right.
 - Continue reading the story and directing students to think not only about the validity of the prediction already written but also about other possible predictions. When the prediction is correct, say: “I know the prediction is right because _____.” Place a check mark or plus sign in the verify box to signify that the prediction was correct.
 - Stress that it is the process of questioning and making connections that helps students form good predictions and better understand the reading. Model an incorrect prediction and say: “I know the prediction was wrong because _____.” Tell students that it is OK to make an incorrect prediction, because authors sometimes try to surprise readers with the unexpected to keep them interested. Tell students that sometimes an event is unexpected because the reader does not have any connection to a topic or the text-to-self connection in someone’s life is different from what is in the book. Place an X or write “incorrect” in the verify box to signify that the prediction was not right.
- Continue reading the book and ask students to make text-to-self connections and predictions. Have students tell why they think something will happen by saying: “I predict that _____ will happen because _____.” Go through the steps of checking the prediction when coming to the appropriate place in the book. Each student should be involved in making text-to-self connections, placing sticky notes appropriately, verbalizing and writing the predictions (help with the writing to speed up the process if necessary), and finally verifying prediction accuracy.
- Provide guided practice on another day. Select one of the student-level reading books or a passage that students will read. Guide the group and monitor their work while students fill out their own graphic organizers.
- Provide independent practice once the students understand the routine. They may work together in partners or individually on a book at their reading level. Monitor and assist or model again if needed.

Text-to-Text Connections

- Make a text-to-text connection poster or find one from a published source. The poster should have reminders that connections are being made from one text to another or within the text. The poster should include phrases such as the following:
 - “I remember reading _____ in another book. It said _____.”

- “How is this text the same as or different from other things you have read?”
- “This helps me understand _____.”
- Identify two texts that students can easily make connections between. Write “TT,” which stands for text-to-text connection, on sticky notes and place them inside the texts as you model connections between the texts.
- Prepare additional “TT” sticky notes so students can use them to practice text-to-text connections.
- Select additional texts for providing text-to-text connection instruction. Both fiction and nonfiction books or passages may be used.
- Introduce the poster and give a brief description of what a text-to-text connection is. Tell students that a text-to-text connection is a connection, or link, to something in a text from another text they have read before.
- Model. Read a text aloud as students follow along in their own book or read with you.
 - Stop at the end of a section of text and model how the story reminds you of another book. Say: “I remember reading _____ in another book. It said _____.” or “This book is the same as (or different from) _____ because _____.”
 - Place a sticky note with a “TT” on the page or section of text where a text-to-text connection is made.
 - Sometimes students will confuse their connections. When this happens, explain how a text-to-self connection is different from a text-to-text connection. It is useful to have the actual texts to show students the two books or passages that a reader has connections with.
- Stop halfway through the book or passage to provide guided practice. (If reading of the entire book is needed to model, provide guided practice during the next lesson.)
 - Give students their own sticky notes.
 - Tell students that their job is to read along and raise their hands when they have a text-to-text connection. If the book or passage is too hard for students to read, students may follow along while thinking about text-to-text connections.
 - The students put their own sticky notes with “TT” on pages or sections of text where they have a connection or link to something already read in another text.
 - Prompt students to put their text-to-text connection in their own words by saying “I remember reading _____.”
- Provide independent practice on a different day. Select a text that the students can read and that has connections with other texts students have read. Provide students with their own sticky notes with “TT” on them. Taking turns reading, students individually share their own connections. Students can work in pairs while being monitored.
 - Before students work in pairs, model what “pair work” looks like so students have a clear expectation of what to do.
 - To help students stay on track, provide a prompt card to remind them what to say: “I remember reading _____” or “This text is the same as _____ because _____.”

- When needed, scaffold or model the procedure again.
- After this lesson, encourage students to make text-to-text connections with all reading that they do in and out of the classroom.

Story Structure: Characters and Setting

- This activity allows students to practice adding the story elements of *character* and *setting* to a graphic organizer as they are introduced.
- Before the lesson, use a white board, sentence strips, or chart paper to write the definitions of *characters* and *setting* as found in the district core reading materials. Locate a graphic organizer for story structure from a published resource that can be displayed on the document camera or draw the graphic organizer on a chart tablet. Locate or create a student version of a graphic organizer for group and individual practice.
- Select an appropriate book in which students can easily determine the characters and the setting.
- Explain that every story has characters and a setting. Define the words *character* and *setting* and have students read the definitions aloud with you. Ask students to give examples from books they may have read.
- Discuss how characters and setting can change in a story. Tell students that their job is to identify the characters and setting in different parts of the story as the book is read aloud to them.
- Model. Read the book aloud. At the beginning of the book, talk about the pictures and what is going on in the story so students can determine the setting. Add information about the *setting* and *characters* to the graphic organizer. As you continue reading, discuss new characters and settings. If there is confusion about the overall setting of the book, ask students: “Where did most of the book take place?”
- Provide guided practice. Read a different book aloud or have students take turns reading their own copy of the same book. Review definitions of character and setting, check for understanding, and ask students to state the definitions in their own words. After reading, ask students to share the setting and characters they identified. Add this information to the class graphic organizer as students add the same information to their own copies.
- Provide independent practice on another day. Have students read a book on their level and complete a student copy of the graphic organizer, identifying the characters and setting.

Story Structure: Sequence of Events

- Create a story structure graphic organizer on chart paper that includes the elements of setting, character, and sequence of events. (Use the same terminology as the district core reading materials.) In addition, prepare or locate a student version of the graphic organizer for paired and individual practice.
- Select a short storybook that (a) enables students to easily determine the setting and characters and (b) has a sequence of events in the story line.
- Explain that some stories have a sequence of events, or an order in which things happen. Define the word *sequence*. It is helpful to explain sequence by displaying a series of objects or pictures that show events happening in order (i.e., getting ready for school in the morning).

- Prepare sticky notes with numbers on them. Students will place these in order on pages where important story events happen.
- Model how to identify the sequence of events in a short story as you read aloud.
 - Tell students to listen to the story and identify the characters and settings while also thinking about important events. After the story, quickly jot down the character and setting on the graphic organizer.
 - Read the story again and model how to identify important events in the story. Ask students: “What is happening now?” Put a sticky note with a number to indicate whether the event happened first, second, or third. Record the event on the graphic organizer. Model for one or two events.
- Provide group guided practice. Repeat the same procedure by first reading the book aloud or having students take turns each reading a page. Provide each student with numbered sticky notes to help them identify the order of major story events. As a group, students will complete a story map graphic organizer of the events. Help students keep the description of events short so that you can conduct the lesson at a brisk pace.
- Repeat guided practice on another day as needed.
- Provide independent practice. Have students read books independently. Remind students to identify the characters and setting while they read their book the first time and to add these to the graphic organizer. They should also be paying attention to the order of events during the first read. During the second read, have students identify important story events, insert numbered sticky notes, and record story events on the graphic organizer.

Story Structure: Problem and Solution

- Create or locate a story structure graphic organizer that contains areas for character, setting, sequence of events, problem, and solution. (Use the same terminology as the district core reading materials.) This graphic organizer should be large enough to use with the full intervention group (i.e., on chart paper, projected from a document camera). In addition, prepare or locate a smaller, student version of the graphic organizer for individual practice.
- On sentence strips or a chart tablet, write out the questions, “What is the Problem?” and “What is the Solution?”
- Choose a book the students have used in a prior lesson when learning character, setting, and sequence of events and that also has a clear problem and solution. Prior to the lesson, add information about the book’s character(s), setting, and events to the large story structure chart and cover these elements with pieces of paper. The new elements—problem and solution—will be filled in later.
- Reintroduce the book and remind students that they have already read the book and can probably remember each of the story elements. Review the chart quickly, asking students for information and removing the coverings to verify that the story elements have been recalled accurately. Remind students that they remember all of this information because they have filled in one of these charts before.
- Tell students that there are two more things that need to be learned about a story: the problem and the solution. In the story that has already been read, the character(s) had a problem. Teach students that a problem is something that goes wrong for the character or that the character is unhappy about and does

not know how to fix. A story also has a solution, which is how the character’s problem is solved, or fixed. Refer to these two elements on the chart to reinforce that the problem comes before the solution.

- When introducing the problem and solution, point to the graphic organizer and discuss each of the events and what might be wrong. Ask students: “What was the character’s problem?” Tell students that sometimes the problem is not easy to figure out and that rereading parts of the book or rereading the events recorded on the chart may help. When students determine the problem, write it on the graphic organizer. After reading each of the events, ask: “What was the solution to the problem?” Ask students why they think the character’s problem is solved. Write the solution to the problem on the chart.
- Provide guided group practice using another book that the class has read. The story structure chart for this book should only have the title and events filled in. Reread the book aloud or have students take turns reading parts. Prompt students to provide the character(s) and setting. Then, using the sentence strips as a prompt, ask: “What is the problem?” Let the students think about the problem and give responses, but if this seems difficult or the problem is unclear, continue reading the book a page or a part at a time. Assist by asking questions about some of the related events to guide students into understanding the problem. Once students understand the problem, write the problem in one sentence on the chart. Then work through each of the events (remembering to use a sticky note to identify each event). Ask students to think about the events and to identify how the problem could be solved. Read the last item on the story structure chart: “What is the solution?” Record a simple sentence that tells the solution to the problem.
- Provide independent practice once students are comfortable with the routine. They may work in pairs with a new book. The objective is for each student to eventually be able to work through this process independently. Provide each pair with a student version of the graphic organizer. Partners will practice reading, discussing parts, and filling in the story-structure elements. Listen and assist in the discussions and discovery of the answers as needed by rereading parts of the story or returning to the modeling process.

Main Idea

- Create or locate a graphic organizer for identifying the main idea in a nonfiction text. Graphic organizers should be large enough for the entire intervention group to record topics and main ideas during modeling and guided group practice. Create student versions of the graphic organizers for independent practice.

Sample Main Idea Graphic Organizer

Topic	Main Idea
Who or what is this section mostly about?	What is the most important thing about the who or what?

- Locate appropriate nonfiction books from the district’s core curriculum. Appropriate books
 - are on the students’ reading level;
 - include some simple images that could be used to help students develop main idea statements (flag these images with a sticky note);

- are relatively short;
 - contain passages that can be “chunked” into sections and used to develop main idea statements; and
 - contain text features that support previewing text, predicting, and reading.
- Provide guided group practice. On Day 1, introduce the concept of main idea and the main idea strategy by showing book illustrations or images and asking students only the *who* or *what* questions so they understand how to identify the main topic. Ask students: “Whom do you think this is mostly about?” or “What do you think this is mostly about?” Explain that only one- or two-word responses are needed. Model this process the first few times until students grasp the idea. Explain that *the who* or *the what* refer to the **topic** and write the topic on the chart paper. If students answer with details of the illustration, acknowledge that those are important but that the first step is to identify *the who* or *the what* in the book.
 - Point out that *the who* or *the what* is not always singular. Include illustrations that have more than one *who* or *what* (e.g., a family, horses).
 - Next, ask: “What is the most important thing to know about the topic?” Model how to determine the most important thing by giving examples. Tell students that the most important thing about a topic is called the **main idea**. Write the main ideas on the chart as the modeling occurs.
 - Lastly, point out the other things in the picture that are not as important but still relevant for understanding the topic a little better. These are called **details**.
 - Continue looking at and discussing photos and illustrations, assisting the students in identifying each of the elements and filling in the large main idea chart.
 - On Day 2 of guided group practice, model the process with a book in which text has been “chunked” and sticky notes have been placed to show where to start and stop reading. Display the main idea graphic organizer, which will be filled in. Extend the process to reading a book, part, or page at a time.
 - Draw students’ attention to literary features such as headings, key words, labels, and special print. Model how to preview text features and stress the importance of making connections and predictions, which will help when the text is read for the first time. Tell students that the reason for previewing, connecting to text, predicting what will happen, and making notes is to help them learn from the text.
 - Read the first section of text and identify the topic—who or what the text is mostly about. Fill in the topic portion of the graphic organizer. Tell students to think about the most important thing that the author wants us to know about the topic. Discuss possible main ideas with students and gradually narrow them down to the correct one and write it on the graphic organizer. Lead students through this process step by step and have them join in as they start to understand. Scaffold or reteach a step as needed.
 - After completing all the sections of text in the book, model how to read the listing of main ideas and tell students that finding the main idea as they read helps them learn about what they are reading. Keep some of the completed graphic organizers from Days 1 and 2 to model how to use main ideas to develop a summary of the entire text.
 - On Day 3 of guided group practice, display a large, blank graphic organizer drawn on chart paper or on the document camera. In addition, provide each student with a student version of the graphic organizer. Using a book with predetermined start and stop points, model for and assist students in using each

of the main idea steps. Read the text aloud or let students take turns reading the section of text if the reading level is appropriate. Each day, have different students take turns rereading their main-idea points to summarize what they learned in the book.

- In independent or partner practice, continue using student-level books only after days of group practice and when students can identify a topic and main idea independently. Monitor students as they work through their own books and correct or reteach as needed.

Summarization

- Teach summarization using texts previously used to teach main idea and the main idea statements generated during those lessons.
- Create a large summarization graphic organizer that includes columns for topics, main ideas, and combining sentences to summarize. Students will also need their own graphic organizers:
 - One prefilled with the same information as the version used for group practice
 - Others prefilled with topics, main ideas, and a few summary sentences from books students have not read yet so that the students can practice combining the last few main ideas together into summary sentences

Sample Summarization Graphic Organizer

Topic	Main Ideas	Combine Sentences to Summarize
Dogs	Dogs live on farms to protect livestock.	Dogs live on farms to protect livestock and herd sheep.
Dogs	Dogs live on farms to help farmers herd sheep.	
Dogs	Dogs need dog food to survive.	
Dogs	Dogs need shelter like a doghouse or live in people's homes.	

- Provide guided group practice. On a white board or chart paper, write pairs of sentences that have related topics. Tell students that the sentences each have a different main idea but the topic (remind students that this is *the who* or *the what*) is the same.
 - Say: “We are going to learn how to put main idea sentences together and summarize what we learned from reading. Summarizing helps us remember what we read and learned.”
 - Point out how the first couple of sentences have the same topic; circle the topics. Combine the two sentences into one, explaining how the second topic word and period are removed and how the word “and” is used to combine the two sentences. Model how to do this with several pairs of sentences, asking for student assistance.

- Each core curriculum has its own way of identifying and marking topics, crossing out duplicative information, using editing marks, and merging sentences. Follow core curriculum guidelines.
- Provide guided group practice. On Day 1, display the graphic organizer and write the topic and main-idea sentences. Help students practice combining sentences and writing the new sentence on their own student graphic organizers. Observe, correct, and reteach as needed.
- On Day 2 of guided group practice, display the graphic organizer and include topics and main idea sentences previously created during a main idea lesson. Be prepared to provide plenty of practice as students learn how to combine several main idea sentences with the same topic, replace pronouns, and edit. Guide students in identifying main ideas with similar topics, combining ideas together into sentences, and editing so the sentences make sense. Save a couple of main ideas at the end for students to combine independently.
- When students are ready to work with much less teacher support, have them do independent or partner practice. Use published material or provide graphic organizers completed in previous main idea lessons so students can continue to practice combining sentences.
- As an extension to this activity, students can write the combined sentences from the graphic organizer on paper in paragraph format. Before students do this independently, model and provide group guided practice.

Cause and Effect

- Write the definitions of *cause* and *effect* on a white board, sentence strips, or chart paper. Use the same wording and definitions found in the district’s core reading materials.
- Locate a cause and effect graphic organizer from a published source or create your own. Display the graphic organizer on a document camera, poster, or chart paper. Students will also need their own version on a handout for paired and individual practice.

Sample Cause and Effect Graphic Organizer

Cause	Effect: “What Happened?”
List causes in book	While reading, list effects (events that happen)

- Select an appropriate book (narrative or expository) that allows students to easily identify cause and effect during instruction with modeling. Select additional books on students’ reading level that will be used later with paired and individual practice.
- Preplan some everyday scenarios and write a cause on a large chart tablet.
- Write some general cause and effect statements on a sentence strip. Explain the definition of *cause* (why something happens) and *effect* (the result of something happening). Point out how the sentences each have a cause and effect. **Example:** A hurricane hit the city (CAUSE), so all the schools were closed (EFFECT).

- Show students the cause and effect graphic organizer. Explain that a cause is why something happens and the effect is the actual event that happens. Tell students that in all types of literature, fiction and nonfiction, things called events happen, and these things happen because of, or due to, a cause. In other words, the cause is why something happened. Provide a few examples.

Cause: Why Something Happens	Effect: "What Happened?" (Events)
<ul style="list-style-type: none"> • He didn't wash his hands. • She didn't want to be late for school. • A blizzard hit overnight. 	<ul style="list-style-type: none"> • _____ • _____ • _____

- Provide guided group practice. Display the large graphic organizer with some of the "causes" already filled in. Read the book or have students take turns, stopping at predetermined places. Read the first cause on the graphic organizer and say: "What happened?" The effect is then written under the "Effect" column. (The terms *why*, *how*, or *what* are key words to use when asking the reason for something happening.)
 - On another day, use a book at students' reading level and display a large blank graphic organizer. Provide each student with a student version of the graphic organizer.
 - Read a section of the book and think aloud while identifying an event and determining its cause. Ask students to assist. Model how to write in the cause on the first line of the graphic organizer.
 - Ask students what happened after the cause (i.e., the effect, or the event that happened). Model how to write the effect on the first line of the graphic organizer next to the cause.
 - Remind students to think of *why*, *what*, and *how* something happened in response to an event. Complete cause and effect for this book and others as needed to give students enough practice with filling in the graphic organizer.
 - If needed, repeat guided practice with another book, scaffolding to help students figure out the cause, and then discussing the effects, or the consequences of an action. A possible scaffold is providing a graphic organizer with a few causes filled out and letting students fill in the rest.
- When the cause-and-effect concepts and process are understood, have students do independent or partner practice with blank graphic organizers.
- Review the cause-and-effect concepts and questioning before the students begin reading the book and filling in their organizers. Monitor students to provide review or teaching where needed.

Sample Lesson Plans

WEEK 1, LESSON 1**45 minutes**

Component	Instructional Practices and Routines	Procedures
Explicit Phonics Instruction 25 minutes	Sound Review (5 min)	Page 4
	Sound Introduction: Reading (5 min)	Page 5
	Sound Introduction: Spelling (5 min)	Page 5
	Segmenting: Phonemic Awareness (5 min)	Page 6
	Decoding Words: Reading (5 min)	Page 6
Reading Comprehension Activities 15 minutes	Book Reading Routines (10 min)	Page 12
	Book Introduction: Activate Background Knowledge (5 min)	Page 12
Assessment of Previous Day's Star Reader 5 minutes	<ul style="list-style-type: none"> • Letter-Sound Assessments • High-Frequency Word Assessments • Running Records of Reading Accuracy and Error Analysis 	District core reading curriculum or published resources

Materials

- White board, chart paper, or index cards
- Markers
- Notebook or journal for spelling (one per student)
- Pencils (one per student)
- Elkonin sound box cards (one set for teacher and one set for each student)
- Books at the Star Reader's reading level (one per student)
- Memories or Connections chart
- Memories or Connections graphic organizers (one per student)

WEEK 1, LESSON 2**45 minutes**

Component	Instructional Practices and Routines	Procedures
Explicit Phonics Instruction 25 minutes	Sound Review (5 min)	Page 4
	Sound Introduction: Reading (5 min)	Page 5
	Sound Introduction: Spelling (5 min)	Page 5
	Segmenting: Phonemic Awareness (5 min)	Page 6
	Decoding Words: Reading (5 min)	Page 6
Reading Comprehension Activities 15 minutes	Book Reading Routines (5 min)	Page 12
	Text-to-Self Connections (10 min)	Page 12
Assessment of Previous Day's Star Reader 5 minutes	<ul style="list-style-type: none"> • Letter-Sound Assessments • High-Frequency Word Assessments • Running Records of Reading Accuracy and Error Analysis 	District core reading curriculum or published resources

Materials

- White board, chart paper, or index cards
- Markers
- Notebook or journal for spelling (one per student)
- Pencils (one per student)
- Elkonin sound box cards (one set for teacher and one set for each student)
- Books at the Star Reader's reading level (one per student)
- Text-to-Self Connections poster
- Sticky notes

WEEK 1, LESSON 3**45 minutes**

Component	Instructional Practices and Routines	Procedures
Explicit Phonics Instruction 30 minutes	Sound Review (5 min)	Page 4
	Sound Introduction: Reading (5 min)	Page 5
	Sound Introduction: Spelling (5 min)	Page 5
	Decoding Words: Spelling (5 min)	Page 7
	Decoding Words: Reading (5 min)	Page 6
	Sight Words: Reading Sentences (5 min)	Page 9
Reading Comprehension Activities 10 minutes	Text-to-Self Connections (10 min)	Page 12
Assessment of Previous Day's Star Reader 5 minutes	<ul style="list-style-type: none"> • Letter-Sound Assessments • High-Frequency Word Assessments • Running Records of Reading Accuracy and Error Analysis 	District core reading curriculum or published resources

Materials

- White board, chart paper, or index cards
- Markers
- Notebook or journal for spelling (one per student)
- Pencils (one per student)
- List of sight words or high-frequency words
- Half-sheet of colored paper (one per student)
- Books at the Star Reader's reading level (one per student)
- Text-to-Self Connections poster
- Sticky notes

WEEK 1, LESSON 4**45 minutes**

Component	Instructional Practices and Routines	Procedures
Explicit Phonics Instruction 25 minutes	Sound Review (5 min)	Page 4
	Segmenting: Phonemic Awareness (5 min)	Page 6
	Decoding Words: Reading (5 min)	Page 6
	Sight Words: Reading (5 min)	Page 8
	Sight Words: Reading Sentences (5 min)	Page 9
Reading Comprehension Activities 15 minutes	Make and Check Predictions (15 min)	Page 14
Assessment of Previous Day's Star Reader 5 minutes	<ul style="list-style-type: none"> • Letter-Sound Assessments • High-Frequency Word Assessments • Running Records of Reading Accuracy and Error Analysis 	District core reading curriculum or published resources

Materials

- White board, chart paper, or index cards
- Markers
- Pencils (one per student)
- Elkonin sound-box cards (one set for teacher and one set for each student)
- List of sight words or high-frequency words
- Book for modeling how to make and check predictions
- Make and Check Predictions graphic organizer poster
- Make and Check Predictions worksheet (one per student)
- Sticky notes

WEEK 2, LESSON 1**45 minutes**

Component	Instructional Practices and Routines	Procedures
Explicit Phonics Instruction 30 minutes	Sound Introduction: Reading (5 min)	Page 5
	Sound Introduction: Spelling (5 min)	Page 5
	Decoding Words: Reading (5 min)	Page 6
	Decoding Words: Spelling (5 min)	Page 7
	Sight Words: Reading (5 min)	Page 8
	Sight Words: Reading Sentences (5 min)	Page 9
Reading Comprehension Activities 15 minutes	Introduction: Activate Background Knowledge (5 min)	Page 12
	Make and Check Predictions (5 min)	Page 14
Assessment of Previous Day's Star Reader 5 minutes	<ul style="list-style-type: none"> • Letter-Sound Assessments • High-Frequency Word Assessments • Running Records of Reading Accuracy and Error Analysis 	District core reading curriculum or published resources

Materials

- White board, chart paper, or index cards
- Markers
- Pencils (one per student)
- Notebook or journal for spelling (one per student)
- List of sight words or high-frequency words
- Half-sheet of colored paper (one per student)
- Book at Star Reader's reading level (one per student)
- Make and Check Predictions graphic organizer poster
- Make and Check Predictions worksheet (one per student)
- Sticky notes

Appendix: TEKS Connections

Phonemic Awareness and Phonics

Grade 2 (b) Knowledge and Skills

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

(A) Demonstrate phonological awareness by

- (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;
- (iv) manipulating phonemes within base words

(B) demonstrate and apply phonetic knowledge by:

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

(C) demonstrate and apply spelling knowledge by:

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

Grade 3 (b) Knowledge and Skills:

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

(A) demonstrate and apply phonetic knowledge by:

- (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
- (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (iii) decoding compound words, contractions, and abbreviations;
- (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
- (v) decoding words using knowledge of prefixes;
- (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and
- (vii) identifying and reading high-frequency words from a research-based list;

(B) demonstrate and apply spelling knowledge by:

- (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (ii) spelling homophones;
- (iii) spelling compound words, contractions, and abbreviations;
- (iv) spelling multisyllabic words with multiple sound-spelling patterns;
- (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
- (vi) spelling words using knowledge of prefixes; and
- (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

Fluency

Grades 2 and 3 (b) Knowledge and Skills

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

Comprehension

Grade 2 (b) Knowledge and Skills

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts;

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

(E) make connections to personal experiences, ideas in other texts, and society;

(G) evaluate details read to determine key ideas;

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

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

(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and

(D) describe the importance of the setting.

Grade 3 (b) Knowledge and Skills

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts;

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

(E) make connections to personal experiences, ideas in other texts, and society;

(G) evaluate details read to determine key ideas;

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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

(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and

(D) explain the influence of the setting on the plot.

