

A graphic consisting of three concentric circles in shades of purple, with a purple triangle pointing to the left, resembling a target or a directional arrow.

targeted reading intervention

SAMPLE

for First Grade

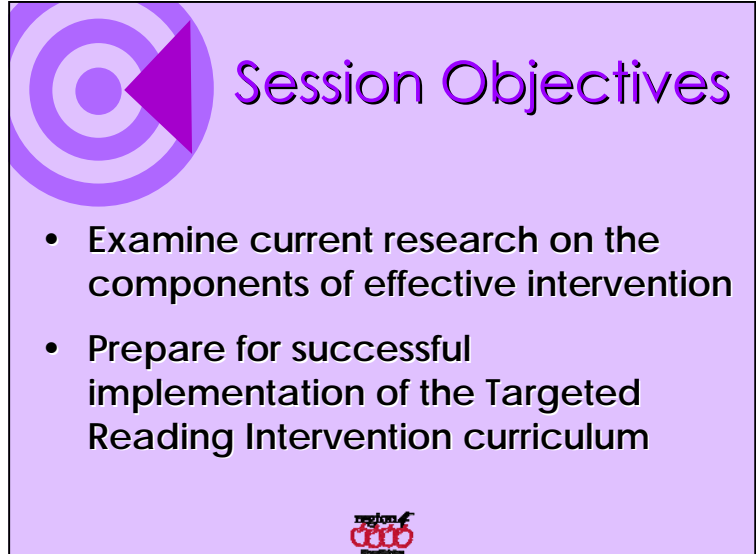


Examples of Slides from Professional Development Training Session on Targeted Reading Intervention for First Grade



targeted reading intervention for First Grade

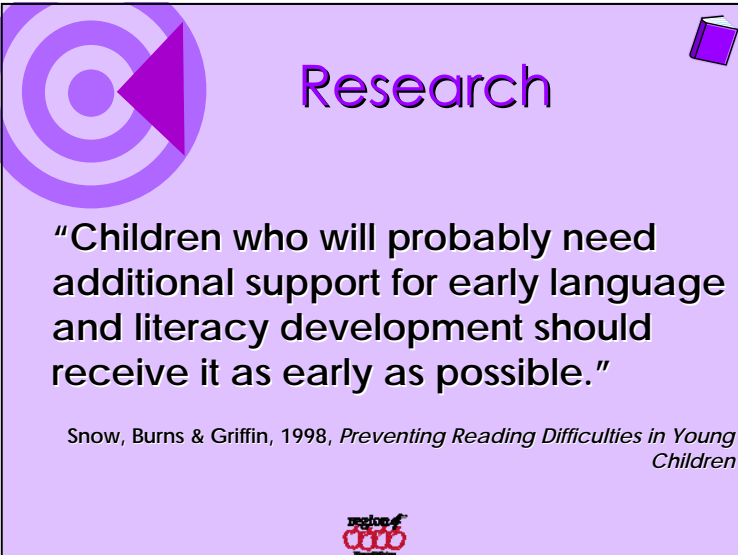
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Session Objectives

- Examine current research on the components of effective intervention
- Prepare for successful implementation of the Targeted Reading Intervention curriculum

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Research

“Children who will probably need additional support for early language and literacy development should receive it as early as possible.”

Snow, Burns & Griffin, 1998, *Preventing Reading Difficulties in Young Children*

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Lesson Components

- Warm-Up
- Phonics
- Fluency
- New Reading
- Vocabulary Development

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Lesson Thirteen

Book Box

Letter Deck

Speed Deck

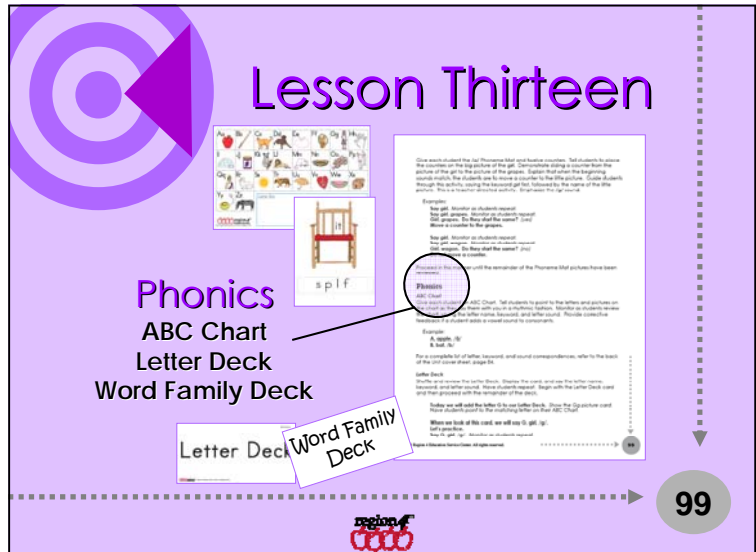
Word Family Deck

See It Hatch!

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Lesson Thirteen

Phonics

ABC Chart

Letter Deck

Word Family Deck

Letter Deck

Word Family Deck

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Overview

Targeted Reading Intervention for First Grade

Bolded terms are defined in the glossary on page seven.

Targeted Reading Intervention (TRI) for First Grade is a complete 30-day curriculum designed to accelerate reading for first-grade students identified as having early reading difficulties. The instructional components in this curriculum reflect current research on effective reading instruction for the beginning reader. All lessons contain teaching strategies that will scaffold students who need a high level of support.

The TRI curriculum is a **Tier II** small-group reading intervention, designed to supplement the regular reading/language arts core curriculum. It employs Pearson & Gallagher's "gradual release of responsibility" model (1983). The model is used to shape early reading behaviors into efficient processes that promote fluency behaviors and text connections. The use of explicit instruction, teacher modeling, guided practice, independent practice, and progress monitoring, along with prompting techniques to increase strategic reading, involves students in an accelerated and fast-paced curriculum, boosting confidence and building independence in reading. The teacher-ready lessons use 24 emergent reading books and a variety of multisensory literacy activities to increase student engagement.

Balanced reading instruction is delivered through structured, explicit instruction in phonemic awareness and phonics, in conjunction with **dialogic literacy interactions**. During dialogic literacy interactions, teachers and students have conversations about text; these interactions develop fluency, vocabulary, and comprehension. Students are actively involved in the reading process throughout the lessons. Checkpoint Assessments are used to monitor student progress and provide valuable information that guides individualized instruction. The assessments give the teacher insight on the beginning readers' developing skills and reading behaviors critical to reading success.

Skills:

- ⊙ Phonemic awareness
- ⊙ Rapid letter/sound identification
- ⊙ Decoding
- ⊙ Phonogram recognition (recognition of word families)
- ⊙ High-frequency word recognition

Connected Text Reading Behaviors:

- ⊙ Matching one to one, voice to text
- ⊙ Use of context to self-monitor and self-correct
- ⊙ Use of letter/sound information
- ⊙ Reading with natural expression
- ⊙ Reading with accuracy
- ⊙ Making connections while reading
- ⊙ Building new vocabulary while reading

Why is there a need for TRI for First Grade?

The struggle to acquire beginning reading skills can have an effect on many other aspects of a student's academic achievement and may establish persistent patterns throughout schooling (Stanovich, 1986). Students who have difficulty with foundation-building literacy tasks such as phonemic awareness, learning the alphabet, and decoding are often considered **at-risk** for future reading difficulties, including dyslexia. Research indicates that the timely delivery of targeted intervention can address the instructional needs of at-risk students and prevent the escalation of their reading difficulties (Snow, Burns, & Griffin, 1998).

First-grade students in Texas who are identified on early reading assessments as being at-risk are entitled to an “accelerated reading instruction program that provides reading instruction that addresses reading deficiencies” (TEC §28.006). *Targeted Reading Intervention for First Grade* provides research-based early intervention aimed at addressing the needs of struggling beginning readers.

The Targeted Reading Intervention curriculum addresses the five core areas of effective reading instruction as identified in the Report of the National Reading Panel (National Institute of Child Health and Human Development [NICHD], 2000). Current research findings on phonemic awareness, phonics, fluency, comprehension, and vocabulary development are incorporated into intervention lessons designed for targeted small-group instruction.

How is TRI for First Grade effective?

This intervention curriculum provides balanced reading instruction that gradually releases the responsibility for reading and comprehending text to the student. The early lessons provide high teacher support and explicit modeling. As the lessons progress, the instruction builds upon the student's growing bank of positive literacy experiences, allowing the student to eventually assume the responsibility for reading.



Effective Instruction

Explicit Instruction

All skills and concepts to be learned are defined. Whatever is implicit in the task is made explicit through explanation, demonstration, and discussion.

Teacher Modeling

Using the curriculum design, the teacher models the use of the skills and concepts through a **think-aloud** process. In addition to telling students what to do, the teacher demonstrates how. While reading out loud, the teacher thinks aloud questions about the text and models how the answers can provide meaning to what is read.

Guided Practice

The ultimate goal is for the student to use reading skills and comprehension processes independently to comprehend text. However, before independent practice, time must be provided for students to practice the strategy with the appropriate level of teacher support. During the guided practice, effective questioning to help students master skills and concepts is key.

Independent Practice

Learning is a cyclical process; students must continually be provided opportunities for independent practice to use and review skills and concepts learned. Through independent practice, students have many opportunities to apply the newly learned skills and processes on their own.

Monitoring Progress

The teacher monitors student progress through close observation and analyses of data from the Checkpoint Assessments. The teacher evaluates student mastery and adjusts the time devoted to lesson components accordingly.

Adapted from Region 4 Education Service Center. (2003). *Comprehension instruction*. Houston, TX: Author.

The Targeted Reading Intervention lessons are designed for a small-group setting and take 30-45 minutes. Teachers base their instructional decisions on data from early reading inventories and observation. The data are then analyzed in order to form groups and design instruction. Students' progress is monitored through close observation and analyses of data from the Checkpoint Assessments. The amount of time devoted to each component may vary according to the students' needs.

Lesson Components

Warm-Up

The Warm-Up is a three to five minute activity that focuses on various aspects of **phonological awareness**. Research indicates that “teaching children to manipulate the sounds in language helps them learn to read” (NICHD, 2000, p. 2-5). Students explore rhyme, alliteration, sentence segmentation, syllable awareness, onset-rime blending and segmentation, phoneme blending and segmentation, deletion, and word analogies through daily teacher-directed oral practice. Warm-Up sessions include the multisensory discovery of a phoneme. This engaging discovery activity serves as the foundation for new letter learning during the Phonics component of the lesson.

Phonics

During the Phonics component, students work on activities that develop automaticity in letter identification, letter-sound correspondences, decoding skills, and phonogram recognition. Instruction begins with the choral review of the ABC Chart and then focuses on a specific letter that is added to the Letter Deck for daily review.

In addition to letter and sound identification, students learn a total of five **word families**, each representing a short vowel sound. Word families include words that follow the same spelling pattern, and are derived from the list of most frequent and dependable spelling patterns in the English language (Wylie & Durrell, 1970). Multisensory activities engage students as they learn the word families. When students have developed proficiency with the targeted word families, the words are added to the **Word Family Deck**. The daily review of the Word Family Deck builds students' automaticity and word reading flexibility.

In addition to the isolated letter and word practice mentioned above, students have opportunities to apply the learned phonics skills in other components of the lesson, including the Fluency and New Reading components. This additional practice involves reading meaningful and developmentally appropriate emergent reading books that incorporate the phonics skills being taught. This instruction is in line with the Report of the National Reading Panel, which reinforces this practice in its statement: “Systematic phonics instruction should be integrated with other reading instruction to create a balanced reading program” (NICHD, 2000, p. 2-136).

Fluency

Students' fluency is supported in three ways. It is developed through rapid **high-frequency word recognition**, explicit and modeled instruction in **phrased fluency**, and ample opportunities to reread **familiar text**.

The rapid recognition of high-frequency words is critical to fluency development. Daily review of the **Speed Deck** provides practice necessary for students to develop rapid recognition of high-frequency words. Students learn to recognize the 25 highest-frequency words in the English language. These 25 words comprise roughly 33 percent of all written material (Fry & Kress, 2006). Students also learn ten additional school-

vocabulary words. By the end of the TRI lessons the Speed Deck will contain 35 words that appear frequently in text.

“Fluency can be developed by modeled fluent reading” (NIFL, 2001, p. 31). Phrased fluency—reading connected text in meaningful phrases rather than word for word—is explicitly taught and modeled in the first half of the curriculum. This instruction occurs in the New Reading component of the lesson. The books introduced in the New Reading component are added to a box or basket, called the Book Box. Daily rereading of familiar text from the Book Box allows students to practice fluent reading in a variety of ways (Fountas & Pinnell, 1996). Students read these books independently, with a partner, and/or chorally.

New Reading

The New Reading component is designed to provide students the opportunity to apply skills and strategies as they read unfamiliar connected text. During dialogic book introductions, teachers guide discussions that build students’ comprehension and provide them practice in the application of decoding skills in context.

In the first half of the curriculum students benefit from highly supportive **read-alouds** and **shared reading** of the texts. Teachers read developmentally appropriate, high-interest texts that support newly learned skills and efficient application of useful early reading behaviors. Students then read the books chorally, with a partner, and independently. As the lessons build upon learned concepts, students apply these new skills and strategies to more challenging texts. They are encouraged to problem-solve by searching for **meaning**, **textual language structure**, and **apply learned decoding skills** in the text (Clay, 1993). The responsibility for problem solving gradually shifts to the student as the modeled read-aloud transforms into a **scaffolded reading** of new texts.

Vocabulary Development

A variety of instructional methods are utilized to develop students’ **receptive** and **expressive vocabularies**. Students are taught to use context clues to clarify word meaning as they acquire the vocabulary necessary (Texas Education Agency, 1998). The instructional strategies reflect the recommendation of the Report of the National Reading Panel, and include the following practices.

- ⊙ Vocabulary instruction should be taught both directly and indirectly.
 - ⊙ Learning in rich contexts is valuable for vocabulary learning.
 - ⊙ Vocabulary instruction should entail active engagement in learning tasks.
- (NICHD, 2000, p. 4-27)*

Targeted Reading Intervention for First Grade promotes students’ vocabulary development through authentic conversations about text during the Book Introductions and Comprehension Extensions. Book Introductions are designed to enhance students’ speaking and listening vocabularies. Comprehension Extension activities follow the read-aloud and enrich students’ text comprehension. The teacher notes suggest questioning techniques to engage students in conversations about the new text.

Students are taught to use context to clarify word meaning during the reading of connected text. Helpful Teacher Prompts are provided to guide quality teacher-student interactions.

Resources to support instruction in grade-appropriate school vocabulary, such as color words, nouns, and verbs, are also provided. These reproducible resources include word maps, picture cards, and vocabulary cards, and are designed to optimize student involvement to create memorable learning experiences for the beginning reader.

Conclusion

First-grade students identified on early reading assessments as being at-risk can benefit from the *Targeted Reading Intervention* curriculum. The curriculum is a balanced reading program delivered through structured, explicit instruction in phonemic awareness and phonics, in conjunction with dialogic literacy interactions that support fluency, vocabulary development, and comprehension. Students are actively involved in the reading process throughout the lessons, which are designed to support the acquisition of critical skills and reading strategies that accelerate students' reading. Research indicates that the timely delivery of targeted intervention can address the instructional needs of at-risk students and prevent escalation of their reading difficulties (Snow, Burns, & Griffin, 1998). It is recommended that the TRI curriculum be implemented promptly, once a student is identified as at-risk for reading difficulties.



Definition of Terms

The following terms can be interpreted in various ways. This list of terms defines them as they are used in the context of *Targeted Reading Intervention*.

Applying Decoding Skills: During the book introduction, the teacher directs students to locate known words and parts of words, which will help them read the text accurately. The teacher also shows students how to work through unknown words using their decoding skills.

At-risk Students: First-grade students who have difficulty with foundation-building literacy tasks such as phonemic awareness, learning the alphabet, and decoding.

Balanced Reading: Balanced reading indicates a balance between isolated skill instruction and embedded contextual reading instruction. In TRI this is delivered through structured and explicit instruction in phonemic awareness and phonics, in conjunction with dialogic literacy interactions that promote fluency, comprehension, and vocabulary development.

Dialogic Literacy Interactions (DLI): During book introductions, teachers utilize DLI to engage students in authentic conversations about the text. While students read connected text, the teacher, using DLI, coaches and supports students by prompting them to reflect on the text's meaning and textual language structure, as students apply the decoding skills they have learned in the TRI curriculum.

Expressive Vocabulary: This refers to the vocabulary that students understand and use when communicating.

Familiar text: The rereading of text that is familiar provides students needed practice applying skills and strategies with a high degree of success.

High-frequency Word Recognition: Rapid recognition of high-frequency words is directly related to fluency. Also see Speed Deck.

Meaning: During the book introduction, the teacher taps students' background knowledge and leads them to make connections to other texts they may have read before. This is done to promote meaning-making strategies during the reading of the new book.

Phonological Awareness: The ability to manipulate sounds in language helps students to acquire literacy. During the Warm-Up portion of the lesson, students explore various phonological awareness skills through daily teacher-directed oral practice. This is isolated phonological awareness practice and there is no instruction on letters/sounds during this time. For example, students may identify that the words *cat* and *bat* rhyme because they both end with *at*. In TRI, when the instruction is on rhyme, on not the spelling pattern, the rhyming part of the word will be italicized and not preceded with a hyphen.

Phrased Fluency: Fluent readers chunk groups of words into meaningful phrases as they read.

Example: I see a giraffe in the zoo.

Non-example: I see a giraffe in the zoo.

Read-aloud: During the read-aloud, the teacher reads the text aloud as students listen and follow along.

Receptive Vocabulary: This refers to the vocabulary that students are able to understand.

Scaffolded Reading: In the second half of the TRI curriculum, the Shared Reading evolves into a Scaffolded Reading of the text. The teacher no longer reads the text chorally with the students, but instead monitors closely and provides support as the students read the text independently.

Shared Reading: In the first half of the TRI curriculum, the teacher follows the book introduction with a Shared Reading of the new book. The teacher and students share the task of rereading the book, and read together.

Speed Deck: By the end of the TRI curriculum, the Speed Deck will include the 25 most frequent words in the English language and 10 additional high utility school-vocabulary words.

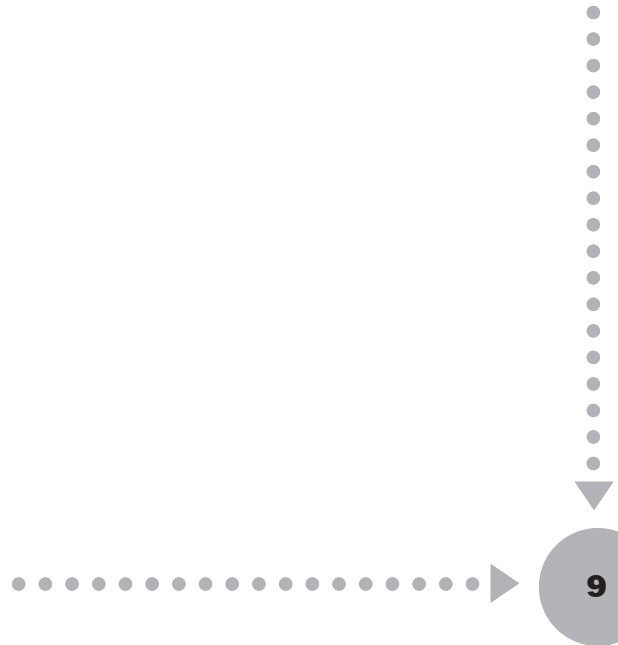
Textual Language Structure: During the book introduction, the teacher exposes the students to the language of the text, which at times differs from the students' oral language.

Think-aloud: During a think-aloud, the teacher models the application of reading strategies and skills by questioning the text, forming meaning, and problem-solving as he/she talks aloud.

Tier II: Targeted small-group reading intervention that is designed to supplement the regular reading/language arts core curriculum.

Word Families: Words with the same rime spelling pattern, or phonogram, belong to the same word family. Examples of words in a word family are *at*, *cat*, *sat*, and *rat*. In the TRI curriculum, rimes are preceded by a hyphen, for example the *at* rime is represented in this way: *-at*

Word Family Deck: By the end of the TRI curriculum, the Word Family Deck will include words from five different word families. The word families are derived from the most dependable rimes in the English language.



All skills, strategies, and concepts are cumulative and will be revisited in context throughout the 30-day curriculum.

5 Components	Lessons 1-5	Lessons 6-10	Lessons 11-15
Warm-Up <ul style="list-style-type: none"> • Phonological awareness • Phoneme discovery 	Rhyme Sentence Segmentation	Rhyme/alliteration Sentence segmentation Syllable awareness Onset-rime blending & segmentation	Rhyme Phoneme blending & segmentation
Phonics <ul style="list-style-type: none"> • Daily letter/sound identification • Five phonograms/ Word families 	ABC Chart Letter Deck: <i>a, m, s, t</i>	ABC Chart Letter Deck: <i>r, f, p, c, l</i> Onset/rime <i>-at</i> Word Blending	ABC Chart Letter Deck: <i>i, n, g, h, b</i> Onset/rime <i>-it</i> Word blending
Fluency <ul style="list-style-type: none"> • Automaticity with letter/sound identification • Fluent word reading word of the Word Family Deck and Speed Deck • Daily oral reading 	Good reading sounds like talking. Explicit instruction on phrased fluency. Speed Deck: <i>l, and, a, the</i>	Phrased fluency Word Family Deck: <i>-at</i> Speed Deck: <i>in, at, is, it</i>	Phrased fluency Word Family Deck: <i>-it</i> Speed Deck: <i>look, to, on, from</i>
Comprehension <ul style="list-style-type: none"> • Story elements • Before-middle-end • Summarization • Problem/solution • Main idea/detail • Cause/effect • Question words • Fiction/nonfiction • Text-to-text, text-to-self connections 	Story elements Summarization Fiction/nonfiction Text-to-self connections	Summarization Cause/effect Question words Fiction/nonfiction Text-to-self connections Problem/solution	Main idea/details Text-to-self connections Fiction/nonfiction Question words
Vocabulary <ul style="list-style-type: none"> • Dialogic literacy interactions • Context clarifies word meaning • School vocabulary 	Semantic sorts with pictures: Categories/labeling	School vocabulary Question words Categories/labeling	School vocabulary Picture definition strategy

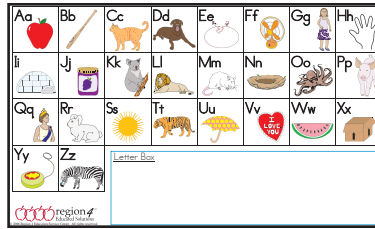
All skills, strategies, and concepts are cumulative and will be revisited in context throughout the 30-day curriculum.

5 Components	Lessons 16-20	Lessons 21-25	Lessons 26-30
Warm-Up <ul style="list-style-type: none"> • Phonological awareness • Phoneme discovery 	Rhyme Phoneme manipulation	Rhyme Phoneme blending, segmentation, deletion	Rhyme Phoneme blending & segmentation, deletion
Phonics <ul style="list-style-type: none"> • Daily letter/sound identification • Five phonograms/ Word families 	ABC Chart Letter Deck: <i>u, w, v, k</i> Onset/rime <i>-ug</i> Word blending	ABC Chart Letter Deck: <i>o, z, j, d</i> Onset/rime <i>-op</i> Word blending Word analogies	ABC Chart Letter Deck: <i>e, q, y, x</i> Onset/rime <i>-est</i> Word blending Word analogies
Fluency <ul style="list-style-type: none"> • Automaticity with letter/sound identification • Fluent word reading word: Word Family Deck and Speed Deck • Daily oral reading 	Phrased fluency Word Family Deck: <i>-ug</i> Speed Deck: <i>you, this, with, for</i>	Phrased fluency Word Family Deck: <i>-ot</i> Speed Deck: <i>that, have, has, as, they</i>	Phrased fluency Word Family Deck: <i>-est</i> Speed Deck: <i>blue, red, white, yellow, green, orange, brown, purple, he, be, of, his, are, was</i>
Comprehension <ul style="list-style-type: none"> • Story elements • Before-middle-end • Summarization • Problem/solution • Main idea/detail • Cause/effect • Question words • Fiction/nonfiction • Text to text, text to self connections 	Summarization Question words Fiction/nonfiction Text-to-text connections Text-to-self connections	Summarization Main idea/details Beginning-Middle-End Question words Fiction/nonfiction	Perspective Builder Text-to-text connections Text-to-self connections
Vocabulary <ul style="list-style-type: none"> • Dialogic literacy interactions • Context clarifies word meaning • School vocabulary 	School vocabulary Question words Sentence generation with noun picture cards	School vocabulary Question words	School vocabulary: Adjective words nouns, verbs ordinal number words

Lesson Thirteen

Materials:

- ⊙ ABC Chart (1 for teacher, 1 per student)
- ⊙ Book Box
- ⊙ Phoneme Mat /g/
- ⊙ Counters (12 per student)
- ⊙ Letter Deck Cards 1-13
- ⊙ Speed Deck Cards 1-12
- ⊙ Word Family Deck
- ⊙ *Sit* Word Builder, page A-7 (1 for teacher, 1 per student)
- ⊙ Three-Phoneme Sound Boxes, page A-3 (1 for teacher, 1 per student)
- ⊙ New book: *See It Hatch!* (1 for teacher, 1 per student)
- ⊙ Helpful Teacher Prompts, page A-12 (1 for teacher)



ABC Chart



Phoneme Mat /g/



See It Hatch!



Letter Deck



Speed Deck

Note to Teacher

Each student will need a copy of the Three-Phoneme Sound Boxes and three counters for use during the Warm-Up portion of this lesson. During the guided practice to the task, students must be able to see the demonstration of the counters moving to represent sounds.

Each student will need a copy of the *Sit* Word Builder, preferably copied onto cardstock, for the Phonics portion of this lesson. There is minimal cutting; however, it is recommended that you have the pages pre-cut for time efficiency. It will be helpful to have the teacher copy of the Word Builder to manipulate and display for the students to see.

Warm-Up

The Warm-Up activities involve listening and speaking only. Do not direct the students' attention to phonics during this portion of the lesson. Remind the students to listen, repeat, and think about sounds. This task is teacher-directed; however, students should be actively engaged at all times.

Give each student a copy of the Three-Phoneme Sound Boxes and three counters. Students will practice segmenting words into individual phonemes. Students will segment CVC words that fit the *-it* word family. As always, be aware of consonant sounds, and do not add a vowel sound to the end. If students add a vowel sound to the end, correct them by having them repeat after you.

Phoneme Segmentation

Say fit. Monitor as students repeat.

Now listen as I break it apart so that I can hear all of the sounds in the word fit.
/f/ /i/ /t/...fit.

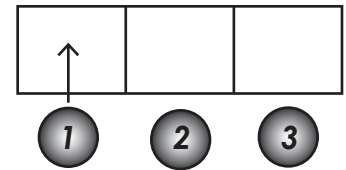
This word has three sounds. Watch as I slide the counters to hear the sounds.

Show the Three-Phoneme Sound Boxes for three sounds. Break the word into three distinct sounds and slide the counters up into the boxes one by one, going from left to right, while saying the sounds. Next, slide your finger under the boxes and blend the phonemes to say the word fluently. It should sound the same as the example above, only now counters are used to represent the sounds.

Say fit. Monitor as students repeat.

Now listen and watch as I break it apart and slide my counters, so that I can hear all of the sounds in the word fit.

/f/ /i/ /t/. As you segment the phonemes, slide the counters, one by one, into the boxes.



Fit. Slide your finger under the boxes as you say the word fluently.

Now let's all do it.

/f/ /i/ /t/...fit.

This may take a few tries for students to do correctly. Model this extensively if necessary, using the same word as the example to avoid confusion. When the group is ready, repeat the activity with the following CVC words: *fit, lit, hit, pit.*

Phoneme Mat: /g/

You are good listeners. Now we will listen for one sound. The sound we will listen for is /g/.

Say /g/. Monitor as students repeat.

Is your mouth open or does something block the sound when you say /g/?
(blocked)

When a sound is blocked by the tongue, teeth, or lips then it is a consonant.

What blocks the /g/ sound? Feel what your mouth does as you say the sound.

What helps you say /g/...tongue, teeth, or lips? *(tongue)*

Now put your hand on your throat. Demonstrate.

Say /g/. What do you feel in your throat when you say /g/? Accept anything that suggests the throat moves, shakes, or vibrates.

Yes, /g/ is voiced. This means that when you say /g/ your throat vibrates.

/g/ is blocked and voiced. It is a consonant.

We will now look at pictures and decide if they begin with the /g/ sound, like the word *girl*. If they do, we will slide a counter to the little picture.

Give each student the /g/ Phoneme Mat and twelve counters. Tell students to place the counters on the big picture of the girl. Demonstrate sliding a counter from the picture of the girl to the picture of the grapes. Explain that when the beginning sounds match, the students are to move a counter to the little picture. Guide students through this activity, saying the keyword *girl* first, followed by the name of the little picture. This is a teacher-directed activity. Emphasize the /g/ sound.

Examples:

Say girl. Monitor as students repeat.
Say girl, grapes. Monitor as students repeat.
Girl, grapes. Do they start the same? (yes)
Move a counter to the grapes.

Say girl. Monitor as students repeat.
Say girl, wagon. Monitor as students repeat.
Girl, wagon. Do they start the same? (no)
Do not move a counter.

Proceed in this manner until the remainder of the Phoneme Mat pictures have been reviewed.

Phonics

ABC Chart

Give each student an ABC Chart. Tell students to point to the letters and pictures on the chart as they say them with you in a rhythmic fashion. Monitor as students review the chart, saying the letter name, keyword, and letter sound. Provide corrective feedback if a student adds a vowel sound to consonants.

Example:

A, apple, /ă/
B, bat, /b/

For a complete list of letter, keyword, and sound correspondences, refer to the back of the Unit cover sheet, page 84.

Letter Deck

Shuffle and review the Letter Deck. Display the card, and say the letter name, keyword, and letter sound. Have students repeat. Begin with the Letter Deck card and then proceed with the remainder of the deck.

Today we will add the letter G to our Letter Deck. Show the Gg picture card. Have students point to the matching letter on their ABC Chart.

When we look at this card, we will say G, girl, /g/.
Let's practice.
Say G, girl, /g/. Monitor as students repeat.

Word Family Deck

Shuffle and review the entire Word Family Deck. Display the card, say the word, and have students repeat. Begin with the Word Family Deck card and then proceed with the remainder of the deck.

Word Family Activity

Review the newly learned *-it* word family from lesson twelve. Each student will need a copy of the *Sit* Word Builder, preferably copied onto cardstock. There is minimal cutting; however, it is recommended that you have the pages pre-cut for time efficiency. It will be helpful to have the teacher copy of the Word Builder to manipulate and display for the students to see.

Direct Instruction:

We have been learning about the *-it* word family. We learned that the word *it* can also be the word part *-it*. Earlier in this lesson we practiced listening to words that have *-it* in them, and yesterday we practiced making some *-it* words with letters. We will continue to practice by sliding letters and reading *-it* words. Watch me as I slide the letters through the *Sit* Word Builder and read the words. They will all have *-it* but the first letter will change. This will be easy for us because we know all the letters and sounds that we will use.

Demonstrate blending onset and rime to read the words in the following manner: /s/ /ī/ /t/.../s/ /īt/...sit. Have students repeat the sounds and read the word several times.

Link to meaning: I can sit in a chair.

If we put the P at the beginning of *-it* then we make a new word that rhymes with *it*. Let's practice together. /p/ /ī/ /t/.../p/ /īt/...pit. Have students repeat the sounds and read the word several times.

Link to meaning: Do not fall in the pit!

Proceed in this manner to make the following words: *hit, lit, fit*.

Fluency

Book Box

The students have several books in the Book Box: *My Lunchbox, In the Zoo, Going to School, The Chase, Fun in the Tub, What Is It?*, and *Look at Me*. Explain that sometimes the students will read alone, with a buddy, or as a group. In this lesson the students can choose two books to read independently or as a group. After the students have read those two books, select *What Is It?* for the students to read independently. Observe students as they read and provide support when needed. See the Helpful Teacher Prompts.

Remind students to:

- ⊙ use their finger to point under the word
- ⊙ sound like they are talking when they read
- ⊙ check the picture
- ⊙ check the beginning sounds to monitor as they read
- ⊙ reread when something does not make sense or sound right

Speed Deck

Give each student a copy of the book, *Going to School*. Invite the group to reread it chorally. After reading the book, direct students to locate the word *on*. Students will locate and point to the word *on*.

Look for the word *on* in your book. When you find it, point to it and read it fast! Let's read the sentence on the first page: "I go to school *on* ..." Read it with me, with your finger. Put your finger under the word *on*. Demonstrate. Show the *on* card.

This is the word *on*. When we see this word, we will be speedy and say *on*. We will add it to our Speed Deck so we can practice reading it daily.

Let's practice. Show the *on* card.
Say *on*. Monitor as students repeat.

Shuffle and review the entire Speed Deck. Display the card, say the word, and have students repeat. Begin with the Speed Deck card and then proceed with the remainder of the deck.

New Reading and Vocabulary Development

Book Introduction

Give each student a copy of the new book, *See It Hatch!* Read the title and have students repeat. Tell students to look inside and imagine what will happen in the story. Encourage discussion. Direct the students to look at the pictures. Prompt them to attend to meaning and language structure, and to apply decoding skills.

Building Comprehension

Meaning:

The title of this book is *See It Hatch!* It is a nonfiction book. Nonfiction books are books that give us information about something. What do you think this book will tell us about?

Possible Student Response: **This book will tell us about animals that come from an egg.**

Teacher Response: **Yes, it was clever of you to use the pictures and the title to predict what the book is about. This book will tell us about animals that come from an egg.**

Another way to say that an animal comes from an egg is to say that an animal hatches from an egg. Have you ever heard or used the word *hatch* to describe how an animal comes out of an egg? *Encourage discussion.*

Hatch may be a new word to you. Let's say it together because we will be reading it in our new book. *Hatch.* Monitor as students repeat.

Think about the title and the pictures in the book. What types of animals do you think hatch from an egg? What other animals do you know about that come from eggs? *Invite students to make contributions and to support their ideas with clues in the pictures or their background knowledge.*

Textual Language Structure:

This nonfiction book is different from a story book because it is based on real facts. Many nonfiction books use real photographs for the illustrations. This book is a nonfiction book with an illustrator.

This book has a sentence like another book we know. *Show What Is It? Ask students to look inside of the two books and find the sentence that matches. Students should be able to read the matching sentence because it is from a familiar book.*

The new book has the sentence "What is it?" just like in the other book. Everyone point to this sentence in the new book. This will make it easy for us. When we read this sentence, we will remember to make it sound like a question because it starts with a question word. This is how the book will go. *Read the entire book. Model one-to-one matching for all to see as you read from your copy.*

Read the entire book. Invite students to check the pictures and guess throughout the entire book. After reading the answer page, ask students if they guessed correctly. Praise the clever guesses even if they are not accurate. This will encourage active reading, anticipating with meaning, and using text to confirm.

Applying Decoding Skills in Connected Text:

Direct students to known information on any page. We have already found the sentence "What is it?" Is there anything else that you recognize in this book?

Listen and watch me as I read the book again. Watch how I point with my finger. I put my finger under the words so that I can see the words while I point.

Read-Aloud

Read the book aloud again at a steady pace. Model good phrasing and expression but make sure that the pace is slow enough for students to observe one-to-one matching. Use a natural voice so the reading sounds like speech. Move your finger fluidly as you read, and make sure that the movement matches voice to print.

Shared Reread

Invite the students to read the book with you as they follow along in their copies. Remind them that good readers sound like they are talking when they read. Read the book together two or three times if the students are enjoying it and time permits.

If there is extra time:

Reread books
from Book Box

Practice Letter Deck

Practice Speed Deck

Practice Word Family Deck

Practice ABC Chart

Play Letter Match
Game



Going to School!



Rabbit Elementary
School

Written by Maria Tamez
Illustrated by Melissa Hendricks

Going to School

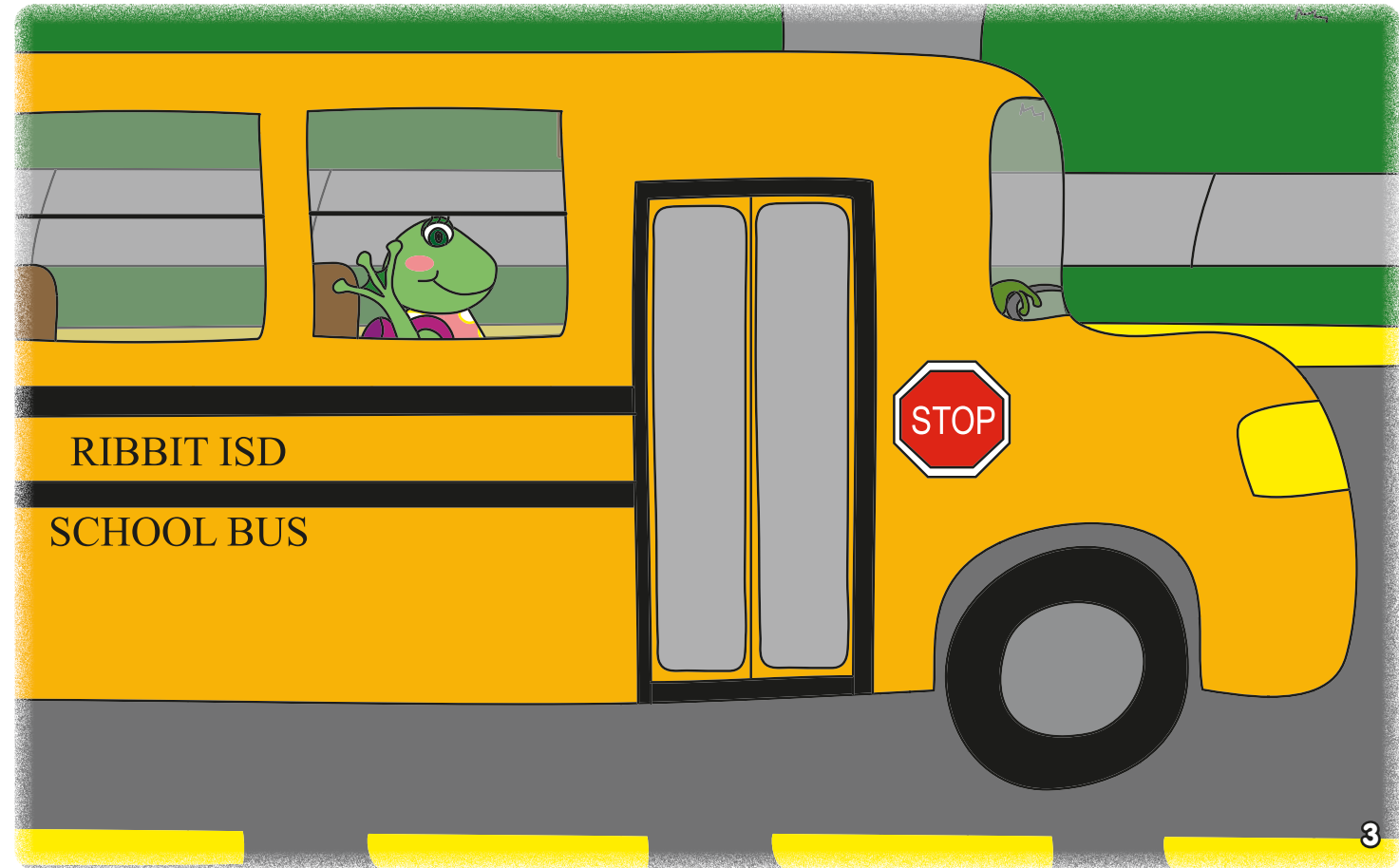
Written by Maria Tamez
Illustrated by Melissa Hendricks



Educated Solutions

Houston, Texas

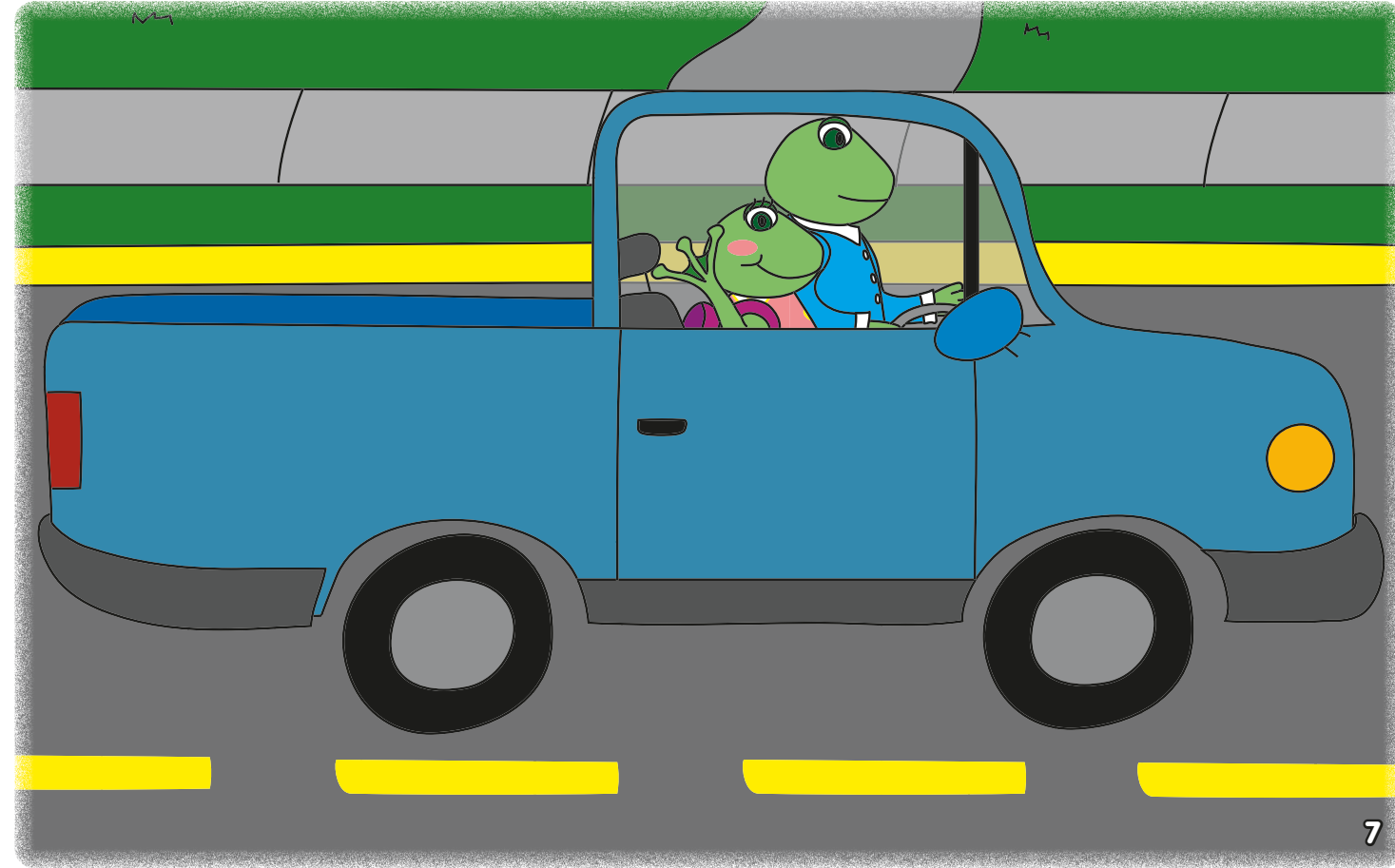
I can go to school
on the bus.



I can go to school in the car.



I can go to school in the truck.



I can go to school on my
skates.



I can go to school on my
bike.



I can go to school on the scooter.



But I do not.
I walk to school!



Targeted Reading Intervention for First Grade

Book 3: Going to School

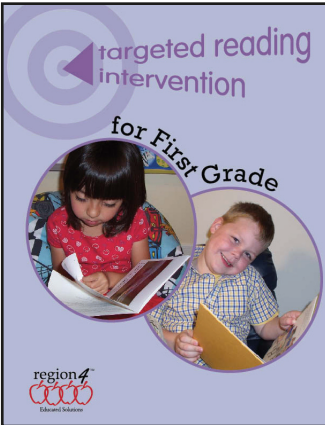
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Book 3: Going to School

Use with *Targeted Reading Intervention for First Grade* (Product ID: 501-1260), introduced in Lesson 3.



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