

## Case Report

Written by Madelyn Faulkner

Child: B

Date: 4/7/24

### Student Background

B is an 8-year-old third grade student. She attended a different school for grades kindergarten through 2nd. This is the first year she has been at her current school. The student does not wear glasses currently but said she has in the past.

From the student interview, the examiner learned that she likes to play roblox and watch youtube. Her parents are separated and she switches between households weekly. She has an older sister who attends college in Georgia. She will be welcoming a baby brother in June. Her favorite books are from the Diary of the Wimpy Kid series. She enjoys reading and says she is on the sixth grade reading level.

B gives the examiner a hug each time she is picked up from class. She enjoys talking with the examiner on the walk to the tutoring location. She smiles and is engaged in the lesson.

### Phonological Awareness

Highest Correct Level: G

(Levels not passed below the highest correct level) E3

Highest Automatic Level: G

(Non-automatic levels below highest automatic level) E3, F

	Correct	Automatic
Basic Syllable	11/12	11/12
Onset-Rime	9/10	6/10
Basic Phoneme	4/10	2/10
Advanced Phoneme	5/20	1/20
Test Total	29/52	20/52

The Phonological Awareness Skills Test, or PAST, is an informal, individually administered assessment used to determine their knowledge of the sound structure of language, also known as phonological awareness. It is administered orally and assesses skills across the three levels of phonological awareness: word, syllable, and sound.

The PAST indicated that the student was automatic on the following skills: syllable deletion with the initial and final syllable as well as deletion of the initial sound or onset. Those skills are automatic based upon a score of a least 3/3 on the syllable level D and a 4/5 on level G.

During the first section of the PAST assessment (level d through G), the student was looking directly at the examiner and smiling. During the second section of the PAST assessment (level H through M), the student was looking at the examiner and smiling. As the assessment progressed, she started to slouch, lookaround, and frown. The volume level of the tutoring location was louder and distracting.

### Writing Skills

<b>Ideas and content</b>	5: Strong	<ul style="list-style-type: none"> <li>• Main idea or topic is clear.</li> <li>• Clear, focused, interesting idea with appropriate detail.</li> </ul>
<b>Organization</b>	3: Developing	<ul style="list-style-type: none"> <li>• Attempts at organization; may be a “list” of items.</li> <li>• Beginning and ending are not clear.</li> </ul>
<b>Voice</b>	3: Developing	<ul style="list-style-type: none"> <li>• Voice may be inappropriate or non-existent.</li> <li>• Writing may seem mechanical.</li> </ul>
<b>Word Choice</b>	3: Developing	<ul style="list-style-type: none"> <li>• Words may be correct but mundane.</li> <li>• Common words chosen.</li> </ul>
<b>Sentence Fluency</b>	2: Emerging	<ul style="list-style-type: none"> <li>• Often choppy</li> <li>• Monotonous sentence patterns</li> <li>• Frequent run-on sentences.</li> <li>• Some sentence fragments.</li> </ul>
<b>Conventions</b>	3: Developing	<ul style="list-style-type: none"> <li>• Limited control of conventions.</li> <li>• Some errors in</li> </ul>

		common patterns of structures do not unduly interfere with understanding.
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The examiner used a picture prompt of Hello Kitty, one of the students favorite characters, to obtain a writing sample. The sample was collected over a one day period. After the students completed the writing sample, the examiner had the student read through their writing and make edits if necessary. The examiner scored the writing using the six traits of writing.

The student's score of 5 under Ideas and Content indicates that she is close to mastery of this trait in her writing. In the writing sample, the student is able to identify the main idea- "hello kitty comes from sanrio." The student provided details on what she saw in the picture of hello kitty- "she is a character that is a cat." The student scored a 3 under Organization indicating that she is still developing this trait in her writing. The sentences in the sample were not in like form but flowed like a list. She included a beginning but not an ending. The student scored a 3 under Voice indicating that she is still developing this trait in her writing. The sample writing seemed mechanical and no voice was present. The student scored a 3 in Word Choice indicating that she is still developing this in her writing. The words chosen were commonly used words and mundane. The student scored a 2 in Sentence Fluency which indicated that this trait is also emerging because her sentences in the writing sample are monotonous and there are frequent run-on sentences. Lastly, the student scored a 3 in Convention indicating she is still developing this trait in her writing. For example, the student did not use capitalization when writing about a proper noun.

During the assessment, the student smiled and identified many items to include in her writing. Including nub legs, blue overalls, and red mouth. She glanced at the note catcher, completed with the examiner, to remind herself of the items to add into her writing.

### **Alphabet/Handwriting**

B sang the alphabet in order without hesitation. B writes with their right hand. When they wrote the lowercase alphabet, the following letters were formed incorrectly: j, p, q, and n was omitted. The letters j, p, and q were written on top of the line. The letter n was not written.

During the assessment, the student smiled and sang the alphabet as she wrote. She initially wrote the j on top of the line without a dot or line. After completing the alphabet she added a line on the j making it a capital letter.

## Word Knowledge

Number of feature points	46/64
Number of words spelled correctly	11/25
Level	Late Letter Name

Known	Using but confusing	Absent
<ul style="list-style-type: none"><li>• Consonants (initial and final)</li><li>• Short vowels</li><li>• Digraphs</li></ul>	<ul style="list-style-type: none"><li>• Blends</li><li>• Common long vowel</li><li>• Diphthongs and r controlled vowel</li><li>• Syllable junctures</li><li>• Unaccented final syllables</li></ul>	<ul style="list-style-type: none"><li>• Bases or roots</li><li>• Inflected endings</li><li>• Advanced suffixes</li></ul>

The *Words Their Way* Spelling Inventory is an assessment that evaluates the student's orthographic knowledge. The student is asked to spell a series of predetermined words, and then the examiner examines their spelling to determine the stage of spelling.

The examiner administered the assessment in two different sessions - 13 words one session and 12 the next to complete the 25-word assessment. The student spelled 11 out of 26 words correctly. Based on the feature points and scoring guide, the examiner determined that the student is in the late Letter-Alphabetic stage. They know initial and final consonants, short vowels, and digraphs. They are using but confusing blends and common long vowels, such as *flout* for float and *bight* for bright.

During the assessment she was sitting up straight and writing neatly. Towards the end of the assessment, she frowned and made a comment about not spelling a word correctly.

## Letter-Sound Identification

23/26 correct

The PALS Letter-Sound Quick check is used to assess the letter sound recognition. The examiner administered the "M" practice sheet. The letters that were presented for the student to give the sound of are as follows: W, D, R, E, C, U, Sh, K, B, S, H, N, Ch, A, L, I, G, P, V, T, Y, O, F, J, Z, Th. The student did not produce the correct letter sound for W, D, and Y. The student did not clip the consonants when producing the sound. The student successfully identified the letter sounds of R, E, C, U, Sh, K, B, S, H, N, Ch, A, L, I, G, P, V, T, O, F, J, Z, Th. The student missed the letter sounds of W, D, Y, scoring 23/26, or 88%.

During the assessment, the student was sitting up straight and kept their eyes on the test form. The student smiled and produced each letter sound. There were two letters she hesitated on but correctly produced the sound, N and O.

### Reading Skill- Acadience Oral Reading Fluency Measure

Finding a Nest Grade 3/Benchmark 1.1	A Famous Food: The History of Pizza Grade3/Benchmark 1.2	Living in Singapore Grade 3/Benchmark 1.3	Accuracy Percentage across all passages
Total Words: 151	122	106	98%
Errors: 3	2	5	
Words Correct: 148	120	101	
Retell: 73	41	37	
Retell Quality: 4	3	3	

1. Based on the student's median words' correct score of 120, their reading is above benchmark. This indicates that they are likely to need core support.
2. Based on the student's ORF accuracy score of 98%, their reading is above benchmark. This indicates that they are likely to need core support.
3. Based on the student's median retell score of 41, their retelling skills are above benchmark.  
This indicates that they are likely to need core support
4. Based on the student's median quality of response score of 3, their response quality is at or above benchmark. This indicates that they are likely to need core support.

The Oral Reading Fluency assessment measures the student's reading rate and accuracy and is a tool to assess the student's decoding skills in connected text. It provides an opportunity for the students to orally read a passage to the examiner and for the examiner to note and analyze their accurate word reading and errors in order to identify the student's approximate reading level. The student is presented with a leveled reading passage and is asked to read for one minute. In addition, the examiner can administer a retell portion as a comprehension measure.

The student was asked to read a third grade passage titled Finding a Nest. The student accurately read 148 words during the one minute reading time frame. The student substituted two words and self corrected before the examiner could intervene. Substitution included *said* for *the* and *were*

for *wondered*. The student also skipped one word, *him*. The student read with expression. When the examiner asked the student to retell the passage, she shared at least 3 details about the passage. She included how the boy got scratched by spiky leaves, mentioned how the boy was not supposed to touch them, and recalled that there were nine eggs total.

The student was asked to read a third grade passage titled A Famous Food: The History of Pizza. The student accurately read 120 words during the one minute reading time frame. The student substituted two words and self corrected before the examiner could intervene. Substitution included *which* for *said* and *through* for *though*. The student read with expression. When the examiner asked the student to retell the passage, she shared at least 3 details about the passage. She included how people think pizza comes from Italy but it's from Greece, people used to put fruit on pizza, and recalled that people thought it was a new type of food.

The student was asked to read a third grade passage titled Living in Singapore. The student accurately read 101 words during the one minute reading time frame. The student substituted two words and self corrected before the examiner could intervene. Substitution included *to* for *when* and *do* for *get*. The student also skipped one word, *an*. The student also skipped one word but self corrected before moving on, *was*. The student read with expression. When the examiner asked the student to retell the passage, she shared at least 3 details about the passage. The retell included how the family moved from their old home to Singapore, that the family had to get used to the rain and noise, specifically the cars and honking.

During the Oral Reading Fluency Measure, the student used their finger to track the print. When asked to retell what she read, she was able to recall many details from the passage in sequence.

## **Summary of Assessments**

Throughout the study, many assessments were administered to determine the level of the student's literacy skills. The Phonological Awareness Skills Test, or PAST, indicated that the student was automatic on the following skills: syllable deletion with the initial and final syllable as well as deletion of the initial sound or onset. Those skills are automatic based upon a score of at least 3/3 on the syllable level D and a 4/5 on level G. During the first section of the PAST assessment (level d through G), the student was looking directly at the examiner and smiling. During the second section of the PAST assessment (level H through M), the student was looking at the examiner and smiling. As the assessment progressed, she started to slouch, look around, and frown. The writing sample indicates progression to mastery level in ideas and content. The sample indicates developing skill in organization, voice, word choice, and conventions. The sample indicates emerging skill in sentence fluency. During the assessment, the student smiled and identified many items to include in her writing. The Words Their Way Spelling Inventory indicated the student is in the late letter name stage and is using but confusing blends, common long vowel, diphthongs and r controlled vowel, syllable junctures, and unaccented final syllables. During the assessment she was sitting up straight and writing neatly. Towards the end of the assessment, she frowned and made a comment about not spelling a word correctly. The assessment scores are an accurate indication of the student's ability. The student correctly identified 23/26 letter sounds on the PALS Letter Sound Quick Check. On the Oral Reading Fluency Measure, the student read three grade 3 passages. They accurately read 148 out of 151 words on the first passage, 120 out of 122 words on the second passage, and 101 out of 106 words on the third passage, with an accuracy rate of 98%. Based on the student's ORF accuracy score of 98%, their reading is above benchmark. This indicates that they are likely to need core support. They retold 3 ideas in the retelling portion of the assessment for each passage. The assessment represented the student's ability, and there was consistency among measures.

## Recommended Instructional Plan

### Phonological Awareness

#### **Phonemic Awareness Warm-Up: Elkonin Boxes (3-5 minutes)**

##### **SOL:**

##### **English**

**2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.** a) Count phonemes (sounds) within one-syllable words. b) Blend sounds to make one-syllable words. c) Segment one-syllable words into individual speech sounds (phonemes). e) Blend and segment multisyllabic words at the syllable level.

**Objective:** The student will orally segment given words into their separate phonemes.

**Activity:** Elkonin boxes

**Materials:** Printed off Elkonin boxes, counters, word list.

##### **Word list**

- Meet, 3
- Lake, 3
- Lamp, 4
- Rust, 4

##### **Procedure:**

1. Introduce the boxes:
  - say “ We are going to use the Elkonin Boxes again as a phonemic awareness warm up.”
2. Develop:
  - say “I will pronounce each word stretching it out so we hear each sound. Then I want you to repeat the word.”
3. Display boxes
  - say “Can you segment the word into sounds and hold up one finger for each sound you hear?”
4. Direct the child to look at the Elkonin box.
  - say “Now that we know how many sounds the word has. We are going to use the Elkonin box to practice segmenting and blending sounds.”
5. Ask the child to slide one counter into each section of the box.
  - say “slide one counter into each box as you say the sound.”
6. Ask the child to blend the word
  - say “now blend the sounds together to say the word as you run your finger along the arrow.”

##### **Source:**

WETA Public Broadcasting. (n.d.). *Reading Rockets*. Reading Rockets. Retrieved March 12, 2021, from [https://www.readingrockets.org/strategies/elkonin\\_boxes](https://www.readingrockets.org/strategies/elkonin_boxes)



### **Phonemic Awareness Warm-Up: What's Left? (3-5 minutes)**

**SOL:**

**English**

**2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

a) Count phonemes (sounds) within one-syllable words. b) Blend sounds to make one-syllable words. c) Segment one-syllable words into individual speech sounds (phonemes). e) Blend and segment multisyllabic words at the syllable level.

**Objective:** The student will be able to manipulate the initial phoneme in words.

**Activity:** What's Left?

**Materials:** Phoneme deletion picture cards

**Procedure:**

1. Before you start
  - set up: divide phoneme deletion picture cards by shape icon. Place cards with circles face down in a stack on a flat surface. place cards with triangles face up in rows.
2. Introduce to activity
  - say "We are going to do an activity to practice initial phoneme deletion. That is when we do not say the first sound we hear in the word."
3. Develop
  - say "we are going to take turns selecting the top card from the stack. We will name the picture, then delete the initial phoneme in the word. After we delete the initial phoneme we will say the resulting word. For example, "snail becomes nail." Once we determine the resulting word we will find the matching picture card. We will continue until all matches are found."

**Source:**

*Florida State University. (2021). What's left? Florida Center for Reading Research and Florida Department of Education.*

[https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/23\\_phoneme\\_manipulating/23\\_pa019\\_whats\\_left.pdf](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_phoneme_manipulating/23_pa019_whats_left.pdf)

### **Phonemic Awareness Warm-Up: Sound changes (3-5 minutes)**

**SOL:**

**English**

**2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

d) Add or delete phonemes (sounds) to make words.

**Objectives:** The student will be able to manipulate phonemes in words, specifically initial phoneme substitution.

**Activity:** [Sound changes](#)

**Materials:** Student sheet, Picture sheet, and Pencils.

**Procedure:**

1. Before you start
  - Set up: place the picture cards face up in rows. Provide the student with their sheet.
2. Introduce activity
  - Say “We are going to do an activity where we practice changing sounds in words, called phoneme substitution. We will also practice taking away sounds in words, called phoneme deletion.”
3. Expand
  - Say “I will say each word, you will repeat. Then I will say what to change or take away. You will say the new word. Then you will find and place the picture card of the new word next to the original picture. We will repeat the steps until all 12 words are completed.”
  - Example: “Say sock.... Now change /s/ to /r/. Say the new word....”

**Source:**

*Florida State University. (2021). Sound Changes Florida Center for Reading Research and Florida Department of Education.*

[https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/23\\_phoneme\\_manipulating/23\\_pa025\\_sound\\_changes.pdf](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_phoneme_manipulating/23_pa025_sound_changes.pdf)

## Phonics

**Phonics Cumulative Review: Visual Drill**

**SOL:**

**2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

**2.5 The student will use phonetic strategies when reading and spelling.** a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.

**Objective:** The student will match graphemes to phonemes.

**Activity:** Visual card drill

**Materials:** OG Card Deck

**List of letter cards:**

- Vowels: 22-26
- Constants: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 20, 21

- Digraphs: 27, 29, 30
- Vowel team: 32, 36, 40, 41

**Procedure:**

1. Introduce the activity
  - o say "We are going to review the letter names and sounds of those covered so far."
  - o say "I will display a card and you will say the sound."
  - o say "We will review vowels, consonants, digraphs, and vowel teams."

**Correction Procedure: Follow these steps until retrieval**

1. Allow time to think (3-5) seconds
2. Ask student
  - o say "can you trace the grapheme on the table 3 times"
3. Provide a keyword/short vowel signal
  - o example say "/a/" or "apple"
4. Expand
  - o say "can you write the grapheme and say the sound 3 times in your notebook?"
5. The card will go back in the deck to be reviewed again.

*Note any sounds that need to be corrected in your anecdotal notes.*

**Source:**

Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. The Guilford Press.

**Handwriting/Phonics: Auditory Drill**

**SOL:**

**2.11 The student will maintain legible printing and begin to make the transition to cursive.**

**2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

**Objective:** The student will write the graphemes to correspond with the phonemes produced aloud by the teacher.

The student will write the lowercase letters of the alphabet with speed and accuracy.

**Activity:** AUDITORY Drill/What Says?

**Materials:** spiral notebook, pencil, Alpha cards

List of letter sounds to dictate:

- p
- c
- u
- w
- n
- e
- sh
- b

- a
- z
- t
- o

**Procedure:**

1. Introduce activity
  - say “I am going to say a sound, you will repeat the sound, then write the letter that goes with the sound.”
  - say “be sure to watch my mouth as I say each sound.”
1. Say the sound
  - say each sound and pause as the student repeats and writes down the letter(s).
2. After the student writes the letter
  - ask “tell me what you wrote?”

**Teacher notes:**

- When the student writes the incorrect letter, instruct them to mark it with a slash.
- If they cannot think of what to write follow these steps:
  - Allow time to think
  - Have student repeat the sound (kinesthetic)
  - Ask student for a keyword
    - ex. keyword for p, pug.
  - Give them a keyword
    - ex. apple for a
  - Have the student write the spelling and say the sound 3 times in their notebook.
- look for handwriting errors. If you see any, follow these steps.
  - Demonstrate writing the letter \_ correctly in their notebook.
  - Write the letter two more times, while saying the name of the letter and the sound for that symbol.
    - say “\_\_\_ says /\_/”
  - Have the student practice writing the letter in their notebook 3 times.
    - say “now it’s your turn to practice writing the letter \_ correctly.”
    - say “be sure to say \_\_\_ says /\_/ as you write.”
  - Expand instruction
    - Ask “Can you think of a word that starts with the letter \_\_\_?”

**Source:**

Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. The Guilford Press.

**Word Work/Phonics: Blend /sp/ (3-5 minutes)**

**SOL:**

**English**

**2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

a) Count phonemes (sounds) within one-syllable words. b) Blend sounds to make one-syllable words. c) Segment one-syllable words into individual speech sounds (phonemes). d) Add or delete phonemes (sounds) to make words. e) Blend and segment multisyllabic words at the syllable level.

## **2.11 The student will maintain legible printing and begin to make the transition to cursive.**

**Objective:** The student will practice letter formation and corresponding letter sounds of blend sp.

**Activity:** Letter Sounds Practice

**Materials:** Dry erase board, magnetic letters, dry erase marker.

### **Procedure:**

1. Introduce activity
  - say “we are going to practice the blend sp”
  - “Remember blends are two consonants that glide together while keeping their own sounds.”
2. Develop
  - ask, “do you know what letters make the /sp/ sound”
  - Place the magnet letters on the dry-erase board.
  - say “when the consonants s and p are next to each other they create the blend, /sp/.
3. Ask the student to write the letter combination on the dry-erase board.
  - say “as you write the blend I want you to say the letter names and what sound it makes. s and p say /sp/.”
4. Expand
  - say “I will read aloud a sentence with a word containing the /sp/ blend. I want you to copy the sentence in your notebook.”
  - Sentence: I used a spoon to eat soup.

### **Source:**

Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. The Guilford Press.

### **Phonics/Decodable Text (5 minutes)**

**Link to decodable text resource:** [📖 UFLI Foundations Decodable Text Guide](#)

### **SOL:**

#### **English**

**2.5 The student will use phonetic strategies when reading and spelling.** a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. c) Decode regular multisyllabic words.

**2.8 The student will read and demonstrate comprehension of fictional texts.** a) Make and confirm predictions. b) Relate previous experiences to the main idea. c) Ask and answer questions about what is read.

**Objective:** The student will be able to read the decodable book that has the feature digraphs.

**Activity:** Decodable Text

**Materials:** Decodable text: Snacks for the pets

**Procedure:**

1. Introduce
  - say “The decodable text is about pets and has words with digraphs.”
2. Review any vocabulary
3. Support student as they read
  - say “I would like you to read the decodable passage to me. it's okay if you don't know what a word is, I am here to help.”
4. Pause and ask questions
  - How many pets does she have?
  - What did each pet say after being given the snack?

**Word Work/Phonics: Soundboard (3-5 minutes)****SOL:****2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

a) Count phonemes (sounds) within one-syllable words. b) Blend sounds to make one-syllable words. c) Segment one-syllable words into individual speech sounds (phonemes). d) Add or delete phonemes (sounds) to make words. e) Blend and segment multisyllabic words at the syllable level.

**Objective:** The student will practice letter sound correspondence while reviewing the spelling feature blends.

**Activity:** Soundboard instruction

**Materials:** Soundboard, letters

**Word List:**

- lock, clock, click, lick, lack, black, block, flock, flop, glop.

**Procedure:**

1. Set up the activity
  - pull out the needed letters. Place consonants in the top pocket, and vowels in the middle.
2. Introduce activity
  - say “Today we are going to do an activity where we build words that have the blend feature. Remember blends are two consonants that glide together while keeping their own sounds.”
3. Review sounds
  - say “Before we begin, I would like you to touch each consonant and vowel as you say the sound.”
  - Provide support or corrective feedback as needed.
4. Provide examples on white board
  - say “Let’s look at a couple practice words on the white board.”
  - write words on board (vowels in red).
    - spoon, drop, glass
  - say “can you read the words and identify the blend you hear?”

- provide support and corrective feedback if needed.
- 5. Build the first word
  - say “I will say a word, you will repeat it. Then you will use the letter cards in the soundboard to build the word in the bottom pocket.”
  - say “After you build the word, you will point to each letter card, produce the sound, and blend them together.”
- 6. Instruct the student to leave the word in the bottom pocket.
  - say “I do not want you to remove any letter cards from the bottom pocket until you hear the next word.”
  - ask “What do we need to change to build the new word?”
- 7. Repeat steps 5 and 6 until all words are completed.

**Phonics Game: Phoneme Swap (5 minutes)**

**SOL:**

**English**

**2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

a) Count phonemes (sounds) within one-syllable words. b) Blend sounds to make one-syllable words. c) Segment one-syllable words into individual speech sounds (phonemes). d) Add or delete phonemes (sounds) to make words. e) Blend and segment multisyllabic words at the syllable level.

**Objective:** The student will combine consonant blends and digraphs with a common rime to form words.

**Materials:** [Change my word](#)

**Procedure:**

1. Setup the activity
  - Stack the target rhyming picture work boards face down on the table. Separate target onset and rime cards and spread face up on a flat surface.
2. Introduce activity
  - Say “We are going to combine consonant blend and digraph onsets with rime to make words.”
3. Begin activity
  - Say “Pick a work board, name the picture on the left side, and choose and place the onset and rime cards to make the word under the picture.”
4. Expand
  - Say “Now we are going to move the rime to the right side. Then choose the onset to make the new word.”
5. Continue steps 3 and 4 with each work board.

**Teacher Notes:**

- Provide feedback to the student if needed.
- Model stretching out the word to hear the swap.

**Source:**

Florida State University. (2021). Phoneme Swap Florida Center for Reading Research and Florida

Department of Education.

[https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/23\\_letter\\_sound\\_correspondence/23\\_p005\\_change\\_my\\_word.pdf](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_letter_sound_correspondence/23_p005_change_my_word.pdf)

## **Handwriting**

### **Handwriting/Phonics (3-5 minutes)**

**SOL:**

**English**

**2.11 The student will maintain legible printing and begin to make the transition to cursive.**

**2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

**Objective:** The student will form the letter \_\_\_\_ neatly and accurately. The student will write the uppercase letters of the alphabet with speed and accuracy.

**Activity:** Write the upper letters of the alphabet with speed and accuracy. Handwriting instruction of 1 letter incorrectly formed on the Alphabet/Handwriting assessment or in today's practice.

**Materials:** spiral notebook, pencil, magnetic letters

### **Procedure:**

1. Introduce:
  - say "I would like to see your uppercase letter formation. Please write the alphabet in uppercase."
2. Demonstrate writing the letter \_\_\_\_ correctly in their notebook.
3. Write the letter two more times, while saying the name of the letter and the sound for that symbol.
  - say "\_\_\_\_ says /\_\_\_/"
4. Have the student practice writing the letter in their notebook.
  - say "now it's your turn to practice writing the letter \_\_\_\_ correctly."
5. Expand instruction
  - Ask "Can you think of a word that starts with the letter \_\_\_\_?"
6. Demonstrate writing the word correctly for the student in their notebook.
7. Have the student practice writing the word twice in their notebook.

### **Source:**

Hougen, M. & Smartt, S., (2020). Fundamentals of literacy instruction & assessment, pre-K-6. Brookes Publishing.



## Writing

**Writing: Combining sentences (5-8 minutes)**

**SOL:**

**English**

**2.6 The student will use semantic clues and syntax to expand vocabulary when reading.**

a) Use information in the story to read words. b) Use knowledge of sentence structure. c) Use knowledge of story structure and sequence. d) Reread and self-correct.

**2.11 The student will maintain legible printing and begin to make the transition to cursive.**

**2.12 The student will write stories, letters, and simple explanations.**

a) Generate ideas before writing. b) Organize writing to include a beginning, middle, and end for narrative and expository writing. c) Expand writing to include descriptive detail. d) Revise writing for clarity.

**2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**

a) Recognize and use complete sentences. b) Use and punctuate declarative, interrogative, and exclamatory sentences. c) Capitalize all proper nouns and the word I. d) Use singular and plural nouns and pronouns

**Objective:** The student will use paired sentences from a predictable text to generate more complex sentences.

**Activity:** Take two

**Materials:** [Predictable text](#): Level A book Friends (Fountas and Pinnell Leveled Literacy Intervention Books)

**Procedure:**

1. Introduce the topic
  - Say “Today we are going to talk about sentence combining. Do you know a word we can use to combine two sentences to make a complex one?”
  - The teacher will guide the student in making a coordinating conjunctions [anchor chart](#) the student can use as a reference.
2. Introduce activity
  - Say “We are going to read a predictable book about friends”
3. Read first pair of sentences
  - Ask “what is different about the two sentences?”
4. Model thinking about how to combine sentences aloud
  - Write your combined sentence on the board and have the student read the sentence out loud.
5. Discuss whether and how the combined sentence keeps the meaning of the original sentence.

- Ask “how does the new sentence keep the same meaning as the original ones?”
- 6. Display conjunctions to use when link the sentences on board
  - “And, but, or, yet, so, nor”
- 7. Flip page
  - Ask “Can you link the two sentences using one of the conjunctions on the board?”
- 8. Repeat the procedure until all pages are completed.

**Source:**

Goldberg, Margaret. “What Can I Do with All These Predictable Books?” *Reading Rockets* , 5 Aug. 2021,  
[www.readingrockets.org/blogs/right-to-read/what-can-i-do-all-these-predictable-books#combining](http://www.readingrockets.org/blogs/right-to-read/what-can-i-do-all-these-predictable-books#combining).

**Writing: RAFT (5-8 minutes)**

**SOL:**

**English**

**2.6 The student will use semantic clues and syntax to expand vocabulary when reading.**

a) Use information in the story to read words. b) Use knowledge of sentence structure. c) Use knowledge of story structure and sequence. d) Reread and self-correct.

**2.11 The student will maintain legible printing and begin to make the transition to cursive.**

**2.12 The student will write stories, letters, and simple explanations.**

a) Generate ideas before writing. b) Organize writing to include a beginning, middle, and end for narrative and expository writing. c) Expand writing to include descriptive detail. d) Revise writing for clarity.

**2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**

a) Recognize and use complete sentences. b) Use and punctuate declarative, interrogative, and exclamatory sentences. c) Capitalize all proper nouns and the word I. d) Use singular and plural nouns and pronouns

**Objective:** The student will use the strategy RAFT to improve their writing.

**Activity:** Writing with RAFT

**Materials:** Book: Diary of a Worm by Doreen Cronin, graphic organizer

**Procedure:**

1. Instruct what RAFT stands for
  - Role of the writer: Who are you as the writer? A soldier? The president?
  - Audience: To whom are you writing? A friend? A teacher?
  - Format: In what format are you writing? A letter? A speech?

- Topic: What are you writing about?
- 2. Read *Diary of a Worm* by Doreen Cronin
  - Ask “Can you tell how the worm is feeling from the words he chooses?” Ask “Who do you think the worm is writing to?”
  - Guide students in developing a RAFT.
    - Role: The worm
    - Audience: A friend
    - Format: Letter
    - Topic: Worms life
  - Display prompt
    - “Write a letter from the perspective of the worm”
  - Model how to write a response to a prompt and discuss the key elements.
  - The student’s turn to practice using RAFT.
    - Give the student a [graphic organizer](#) to use for the activity.
  - Provide feedback and guidance if needed.

**Source:**

“RAFT.” *Reading Rockets*, [www.readingrockets.org/classroom/classroom-strategies/raft](http://www.readingrockets.org/classroom/classroom-strategies/raft). Accessed 1 Apr. 2024.

**Writing: Capitalization (5-8 minutes)**

**SOL:**

**English**

**2.6 The student will use semantic clues and syntax to expand vocabulary when reading.** a) Use information in the story to read words. b) Use knowledge of sentence structure. c) Use knowledge of story structure and sequence. d) Reread and self-correct.

**2.11 The student will maintain legible printing and begin to make the transition to cursive.**

**2.12 The student will write stories, letters, and simple explanations.**

a) Generate ideas before writing. b) Organize writing to include a beginning, middle, and end for narrative and expository writing. c) Expand writing to include descriptive detail. d) Revise writing for clarity.

**2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**

a) Recognize and use complete sentences. b) Use and punctuate declarative, interrogative, and exclamatory sentences. c) Capitalize all proper nouns and the word I. d) Use singular and plural nouns and pronouns

**Objective:** The student will identify whether a noun is a common noun or a proper noun. They will write sentences and text that use capital letters for proper nouns.

**Activity:** Capitalization of proper nouns.

**Materials:** Retell a story worksheet, Incredible Ned by Bill Maynard.

**Procedure:**

1. Introduce the topic
  - Today we are going to learn more strategies for how to edit sentences. We are working to make sure that each word is spelled and written in the way that our reader can understand what we want our sentences to mean.”
2. Display two sentences
  - “1. Mark paid for his lunch with quarters. 2. The boy paid for his lunch with quarters.”
  - Say “ in the first sentence, Mark paid for his lunch with quarters, Mark is our subject. We are talking about what Mark did. I am going to underline Mark. Mark starts with a capital M because it is his name.”
  - Say “Let’s look at the second sentence, The boy paid for his lunch with quarters. The boy is the subject of our sentence. I am going to underline The boy. The word boy begins with a lowercase letter. When we’re writing, we want to make sure that we use uppercase letters when we talk about a specific person’s name and lowercase letters to spell words that are not about a specific person’s name.”
3. Display another example.
  - “1. The children went to school. 2. The children went to Pleasantville Elementary School.”
  - Say “in the first sentence, the word school could mean any school. In the second sentence, the sentence tells about a specific school. If you are writing about a specific school or place, we use capital letters for all parts of that place.”
  - Say “In the sentences we have been looking at have special types of nouns in them, called proper nouns. A proper noun is a noun that refers to a specific person, place, or thing. If it's a person, it could be someone’s name. If it's a place, it could be a place like the Baltimore Aquarium or the White House. It could also be a specific thing, like the month March. A noun that is not a proper noun is called a common noun.”
4. Read the story Incredible Ned by Bill Maynard
  - Say “After we read this story we will practice using common and proper nouns correctly as we write a retell of the story.”
5. Guide the student in a retell of the story pointing out various common and proper nouns.
6. Provide the student with [retell worksheet](#)
7. Provide feedback and guidance if needed.

**Source:**

Florida State University. (2021). Retell a Story Florida Center for Reading Research and Florida Department of Education.

[https://ferr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/23\\_narrative\\_text\\_structure/23\\_c009\\_retell\\_a\\_story.pdf](https://ferr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_narrative_text_structure/23_c009_retell_a_story.pdf)

## **Vocabulary**

### **Direct Vocabulary Instruction (8-10 minutes)**

#### **SOL:**

#### **English**

#### **3.1 The student will use effective communication skills in group activities.**

a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. b) Ask and respond to questions from teachers and other group members. c) Explain what has been learned. d) Use language appropriate for context. e) Increase listening and speaking vocabularies.

#### **Science**

**3.5 The student will investigate and understand that aquatic and terrestrial ecosystems support a diversity of organisms.** Key ideas include a) ecosystems are made of living and nonliving components of the environment; and b) relationships exist among organisms in an ecosystem.

**Objective:** The student will be able to define and use selected vocabulary from *The Shark Lady* by Jessie Keating.

**Activity:** Direct vocabulary instruction

**Materials:** Vocabulary word list, [The Shark Lady](#)

#### **List:**

- Constellation- A group of stars.
- Sanctuary- A place of protection.
- Zoology- The study of animals.
- Reputation- Is a belief or opinion others have about something/someone.

#### **Procedure:**

1. Introduce the target words
  - As going through the list of the vocabulary ask the student if they know what the word means or what they think it means.
    - Provide positive feedback, “I like you thinking, how did you make that connection?”
  - Say “When I read this story, I want you to listen to these magic words. Repeat after me: “constellation”, “sanctuary”, “Zoology”, and “Reputation”.
2. Teach word meanings when encountered during the read aloud.

Constellation:

  - “The salt stung her eyes, but she didn't want to miss a single fish. Constellations of sea stars speckled the pebbled sand.”
    - Did the student notice the word?

- If so, say “What word did you hear? Yes, ‘constellations’ She saw constellations of sea stars.
- If not, prompt the student to listen for the word constellations and reread the sentence.
- Define the word
  - Say “Constellation means a group of stars. So she saw a group of sea stars. In the picture [point], you can see that there is a constellation, or group of sea stars. Say, constellation.”

#### Sanctuary:

- “It felt as big as an ocean in her room. Their small apartment became an aquarium, a laboratory, and a sanctuary.”
  - Did the student notice the word?
    - If so, say “What word did you hear? Yes, ‘sanctuary’ She said her apartment became a sanctuary.
    - If not, prompt the student to listen for the word sanctuary and reread the sentence.
  - Define the word
    - Say “Sanctuary is a place of protection. ‘Their small apartment became an aquarium, a laboratory, and a sanctuary.’ In the picture [point], you can see the fish’s tank is their sanctuary, or place of protection. Say, ‘sanctuary.’”

#### Zoology:

- “Eugeni wanted to study zoology, but some of her professors thought women weren’t smart enough to be scientists or brave enough to explore the oceans.”
  - Did the student notice the word?
    - If so, say “What word did you hear? Yes, ‘zoology’. She wanted to study zoology.
    - If not, prompt the student to listen for the word Zoology and reread the sentence.
  - Define the word
    - Say “Zoology is the study of animals. Eugenie wanted to be a scientist and explore the ocean animals. In the picture [point] you can see Eugenie is in a classroom learning. Within the classroom you can see various science related tools and animal posters. Say, ‘zoology.’”

#### Reputation:

- “Because of their scary reputation, humans were hunting sharks all over the world.”
  - Did the student notice the word?
    - If so, say “What word did you hear? Yes, ‘reputation’. She talks about how sharks have a scary reputation.
    - If not, prompt the student to listen for the word Reputation and reread the sentence.
  - Define the word
    - Say “Reputation is a belief or opinion others have about something/someone. Eugenie mentions that sharks have a scary

reputation. In the picture [point] you can see a newspaper article saying danger sharks spotted! The reputation, others beliefs of sharks were that they are scary and dangerous. Say, ‘reputation.’”

**Teacher Notes:**

- Before teaching the lesson, select 3-5 vocabulary words to teach.
- Create student-friendly definitions for each chosen target word.

**Credit goes to Brenda Hernadez and Madelyn Faulkner for the creation of this lesson.**

**Source:**

Spear-Swerling, Louise. “Chapter 6: Structured Literacy Intervention for Vocabulary .” 1st ed., Guilford Publications, New York, New York, 2022, pp. 122–122.

**Direct Vocabulary Instruction (8-10 minutes)**

**SOL:**

**English**

**3.4 The student will expand vocabulary when reading.**

a) Use knowledge of homophones. b) Use knowledge of roots, affixes, synonyms, and antonyms. c) Apply meaning clues, language structure, and phonetic strategies. d) Use context to clarify the meaning of unfamiliar words. e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. f) Use vocabulary from other content areas. g) Use word reference resources including the glossary, dictionary, and thesaurus.

**3.6 The student will continue to read and demonstrate comprehension of nonfiction texts**

a) Identify the author’s purpose. b) Use prior and background knowledge as context for new learning. c) Preview and use text features. d) Ask and answer questions about what is read. e) Draw conclusions based on text. f) Summarize major points found in nonfiction texts. g) Identify the main idea. h) Identify supporting details. i) Compare and contrast the characteristics of biographies and autobiographies. j) Use reading strategies to monitor comprehension throughout the reading process. k) Identify new information gained from reading. l) Read with fluency and accuracy.

**3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**

a) Use complete sentences. b) Use transition words to vary sentence structure. c) Use the word I in compound subjects. d) Use past and present verb tense. e) Use singular possessives. f) Use commas in a simple series. g) Use simple abbreviations. h) Use apostrophes in contractions with pronouns and in possessives. i) Use the articles a, an, and the correctly. j) Use correct spelling for frequently used sight words, including irregular plurals.

**Science**

**3.5 The student will investigate and understand that aquatic and terrestrial ecosystems support a diversity of organisms.** Key ideas include a) ecosystems are made of living and nonliving components of the environment; and b) relationships exist among organisms in an ecosystem.

**Objective:** The student will demonstrate comprehension of nonfiction texts and use their comprehension to improve vocabulary

**Activity:** Nonfiction text integrated with vocabulary focus

**Materials:** [Tree Frogs](#) by ReadWorks (adapted from an original work of the Core Knowledge Foundation)

**Vocabulary:**

- **Characteristic:** a thing that makes a person or thing different from others (ex. Your eye color or height are characteristics, living in water is a characteristic of fish)
- **Nocturnal:** active at night (ex. Owls are nocturnal animals because they're awake at night and asleep during the day)
- **Climate:** the climate of a place is the usual weather and temperature in that place (ex. If you live somewhere with a warm climate, that means the weather there is usually warm)
- **Develop:** Grow, become, or change (ex. When a caterpillar develops into a butterfly, that means the caterpillar becomes a butterfly)

**Procedure:**

1. Introduce the reading by discussing the title and illustrations.
2. Go over vocabulary words before reading. After introducing each word, have the student repeat the word back to you, share the definition of the word, and have the student repeat the definition. Read the example sentences written above to further help student understanding of the vocabulary words.
3. Stopping Points
  - Young tadpoles develop lungs as they grow into frogs. Can you think of anything else that develops about them?
  - What are some of your characteristics?
  - Do you know any other animals that are nocturnal? How about animals that aren't nocturnal?
  - What kind of climate do we have where we live?
  - Can you think of climates where tree frogs wouldn't like to live?
4. After reading, instruct the student to write a paragraph or fill out a [graphic organizer](#) (using complete sentences) in response to the question "What did the article teach you about tree frogs?". Ask the student to include at least one vocabulary word you went over together in their writing. Encourage them to use multiple vocabulary words as long as they're able to relate them to something they learned about tree frogs.

**Credit goes to Andy Rojas and Masako Kaneko for the creation of this lesson.**

**Source:**



Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. The Guilford Press.

### **Direct Vocabulary Instruction (8-10 minutes)**

**SOL:**

**English**

#### **3.4 The student will expand vocabulary when reading.**

a) Use knowledge of homophones. b) Use knowledge of roots, affixes, synonyms, and antonyms. c) Apply meaning clues, language structure, and phonetic strategies. d) Use context to clarify the meaning of unfamiliar words. e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. f) Use vocabulary from other content areas. g) Use word reference resources including the glossary, dictionary, and thesaurus.

#### **3.6 The student will continue to read and demonstrate comprehension of nonfiction texts**

a) Identify the author's purpose. b) Use prior and background knowledge as context for new learning. c) Preview and use text features. d) Ask and answer questions about what is read. e) Draw conclusions based on text. f) Summarize major points found in nonfiction texts. g) Identify the main idea. h) Identify supporting details. i) Compare and contrast the characteristics of biographies and autobiographies. j) Use reading strategies to monitor comprehension throughout the reading process. k) Identify new information gained from reading. l) Read with fluency and accuracy.

#### **3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**

a) Use complete sentences. b) Use transition words to vary sentence structure. c) Use the word I in compound subjects. d) Use past and present verb tense. e) Use singular possessives. f) Use commas in a simple series. g) Use simple abbreviations. h) Use apostrophes in contractions with pronouns and in possessives. i) Use the articles a, an, and the correctly. j) Use correct spelling for frequently used sight words, including irregular plurals.

**Objective:** The student will be able to define vocabulary words within a passage using context clues and create a sentence using the vocabulary words.

**Activity:** The student will create sentences using the vocabulary words.

**Materials:** Article - [Sound Waves](#) | [ReadWorks](#)

**Vocabulary:**

- Forms- different variations
- Differ- to be different, to contrast
- Medium- form of media/art/substance
- Appear- to show
- Sound waves- waves of sound that travel through space and mediums

**Procedure:**

1. Introduce the reading by discussing the title and illustrations.
2. Have the student read the passage/Read the passage to the student.
3. Plan designated stopping points to discuss vocabulary words and their meanings.

4. After reading the passage, select one vocabulary word and have the student create a sentence using that word.
5. Repeat this process with each vocabulary word.

**Credit goes to Ebonie Moore, Alex Ortiz-Vega, and Najah Peterson for the creation of this lesson.**

**Source:**

Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. The Guilford Press.

### **Fluency**

**Fluency Instruction: Echo Reading (5-7 minutes)**

**SOL**

**English**

**2.5 The student will use phonetic strategies when reading and spelling.**

- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
- c) Decode regular multisyllabic words.

**2.6 The student will use semantic clues and syntax to expand vocabulary when reading.**

- a) Use information in the story to read words.
- b) Use knowledge of sentence structure.
- c) Use knowledge of story structure and sequence.
- d) Reread and self-correct.

**Objective:** The student will strengthen fluency skills through an echo reading.

**Activity:** Echo reading

**Materials:** Printed poem: [Little Rain](#)

**Procedure:**

1. Introduce the activity
  - Say “We are going to practice reading with fluency. I will read a line from the poem and you will repeat after me.”
2. Read the poem aloud to the student and model fluent reading.
3. Pause after each line and have the student repeat each line after you.
  - Remind the student to follow along with their finger.

**Source:**

Echo Reading. (n.d.) Retrieved from <https://www.readingrockets.org/literacy-home/reading-101-guide-parents/your-kindergartener/fluency-activities>

**Fluency Instruction: Phrase Progression (5 minutes)**

**SOL**

## **English**

### **2.5 The student will use phonetic strategies when reading and spelling.**

- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. c) Decode regular multisyllabic words.

**Objectives:** The student will be able to read with proper phrasing, intonation, and expression in phrases.

**Activity:** [Phrase Progression](#)

**Materials:** Printed sentence cards

#### **Procedure:**

1. Set up activity
  - Place sentence cards face down in a stack at the center.
2. Introduce activity
  - “Today we will practice reading phrases with the proper intention and expression.”
3. Instruct student
  - “Select the top card and read line by line until completing the entire sentence. Be sure to remember to read with expression.”
4. Choral read the sentence
  - “Now we will read the sentence together.”
5. Repeat steps until all sentences have been read.

#### **Source:**

Florida State University. (2021). Phrase Progression Florida Center for Reading Research and Florida Department of Education.  
[https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/23\\_fluency\\_phrases/23\\_f015\\_phrase\\_progression.pdf](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_fluency_phrases/23_f015_phrase_progression.pdf)

### **Fluency Instruction: Pass the Word (5-8 minutes)**

#### **SOL**

## **English**

### **2.5 The student will use phonetic strategies when reading and spelling.**

- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. c) Decode regular multisyllabic words

**Objective:** The students will gain speed and accuracy in reading words.

**Activity:** [Pass the word](#)

**Materials:** High frequency word cards (chosen for the individual student), timer, record sheet, and pencils.

**Procedure:**

1. Set up activity.
  - Stack the word cards face down and place the timer at the center.
2. Introduce the activity
  - “In this activity you will flip over one card at a time and read it. If you get to a word that is unknown, you will have five seconds to think and then we will move on. It is okay if you don't know a word. We are practicing.”
  - “You will continue reading until the timer stops. I will be counting and recording how many words you read correctly.
3. Start timer
  - “You may begin”
4. Repeat activity two more times, attempting to increase speed and accuracy.

**Source:**

Florida State University. (2021). Pass The Words Florida Center for Reading Research and Florida Department of Education.  
[https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/23\\_fluency\\_words/23\\_f009\\_pass\\_the\\_word.pdf](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_fluency_words/23_f009_pass_the_word.pdf)

### Comprehension

**Comprehension Instruction: Graphic Organizer (8-10 minutes)****SOL**

**Objective:** The student will be able demonstrate comprehension of the text by writing down key events in order with supporting details.

**Activity:** Graphic Organizer

**Materials:** [Why are Barrier Islands Important](#) by ReadWorks

**Procedure:**

1. Introduce the activity
  - “We are going to read through an article and pause to think about what is happening in the article. Once we are done reading we will complete a graphic organizer to help us comprehend what we read.”
2. Activate background knowledge
  - Do you know what a barrier island is?
  - What do you think it does?
3. Read passage
  - Pause and ask
    - Where are they located?
    - What do barrier islands do?
    - Barrier islands important for who?

- How do barrier islands help the coast?
- How are people helping the barrier islands?
- 4. Graphic organizer
  - Guide the student in writing down the events of the passage in sequencing order.
  - Encourage and support the student to add details under each event.
- 5. Review the student's work and provide feedback.

**Source:**

Adler, C. R. (n.d.). *Seven strategies to teach students text comprehension*. Reading Rockets.  
<https://www.readingrockets.org/topics/comprehension/articles/seven-strategies-teach-students-text-comprehension>

**Comprehension Instruction: Question Writing (8-10 minutes)**

**SOL**

3.1 The student will use effective communication skills in group activities.

a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. b) Ask and respond to questions from teachers and other group members. c) Explain what has been learned. d) Use language appropriate for context. e) Increase listening and speaking vocabularies.

3.6 The student will read and demonstrate comprehension of nonfiction texts.

a) Identify the author's purpose. b) Use prior and background knowledge as context for new learning. d) Ask and answer questions about what is read using the text for support. e) Draw conclusions using the text for support. f) Summarize information found in nonfiction texts. g) Identify the main idea. h) Identify supporting details.

**Objective:** The student will be able to generate and write their own questions on a selected familiar text. The student will answer

**Activity:** Question Writing

**Materials:** [Tree Frogs](#) by Readworks, [Question writing sheet](#), and pencil

**Procedure:**

1. Introduce the activity
  - Talk about what question writing is
    - Say "In today's activity we will practice creating questions based on the article we will read today."
    - Say "We can generate specific questions. Which can be answered in one word or sentence in the passage. They typically start with who, what, when, where, why, or how."
    - Say "We can also generate wide questions. Which can be answered using information from multiple places in the text. These questions start with who, what, when, where, why, how, describe, explain, or summarize."

- Why it is important/helpful for understanding reading
  - Say “Question writing is helpful because it makes us stop and think about what we read. It helps us remember important information and make connections among ideas in the text.”
- Give them a brief preview of the paper on what the worksheet looks like and how we will use it
  - Say “We will read about tree frogs and develop five questions as we read the article.”
- 2. Introduce the reading topic: tree frogs
  - Talk about it being a nonfiction article
    - Say “The article is nonfiction”
    - Ask a student “What does nonfiction mean?”
    - Allow student time to share and provide feedback.
- 3. Start reading and take turns with the student by paragraph or have them read individually aloud
- 4. Designate stopping points to discuss what was just read and come up with questions.
  - Stopping point for the Tree Frogs article will be every 2 paragraphs (there are 10 paragraphs in total so at the end there should have been 5 stopping points)
  - At each stopping point prompt the student for any questions they may have
    - Make sure to guide them towards asking relevant questions that are likely to be answered by the text
      - Have them record at least one question per stopping point
  - During stopping points 2-5 ask them if their question have been answered
    - If yes ask them where in the text they got the answer and prompt them to record it on their worksheet

#### **Teacher Notes:**

##### **What to do before teaching lesson**

- Select a text on a familiar topic at the student’s independent reading level.
- Divide the text into sections
- Write questions and answers for each section using different question stems to use as models to students.

##### **Individualization option for lesson:**

- Depending on the student's ability they can create specific questions (low level) or wide questions (high level).

##### **Expanding lesson**

- Model thinning aloud as you read
- Model model pausing to think (comprehend)
- Model asking questions and making predictions.
- Model how we interpret the text/what is happening

##### **Source:**

Spear-Swerling, L. (Ed.). (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades k-6*. Guilford Publications.

#### **Comprehension Instruction: Get the Gist (8-10 minutes)**

**SOL**

## English

### 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

a) Identify the author's purpose. b) Use prior and background knowledge as context for new learning. c) Preview and use text features. d) Ask and answer questions about what is read. e) Draw conclusions based on text. f) Summarize major points found in nonfiction texts. g) Identify the main idea. h) Identify supporting details. i) Compare and contrast the characteristics of biographies and autobiographies. j) Use reading strategies to monitor comprehension throughout the reading process. k) Identify new information gained from reading. l) Read with fluency and accuracy.

**Objective:** The student will be able to apply their comprehension of nonfiction text through analyzing different parts of the text.

**Activity:** Get the Gist

**Materials:** [Sound Waves](#) | [ReadWorks](#), [Get the Gist log](#), pencil

#### Procedure:

1. (Re)Introduce the text to the students
2. Introduce the activity: The Gist Model
  - Start with the title
    - Ask the student what the title states and make predictions about what the passage is about
  - Model the activity for the student by working through the first paragraph together
    - Find the who or what
      - *Sound*
    - Find the most important information about the who or what
      - *Needs a medium to travel*
    - Write the gist statement
      - *"Sound needs a medium to travel."*
  - Combine the steps above to "get the gist"
3. Application of the Gist Model
  - Have the student practice this procedure on their own (looking at the text features such as titles, headings and subheadings and gathering the main ideas of the text)
  - Intervene as necessary and provide feedback to help adjust the gist statements to only contain the main ideas

**Credit goes to Ebonie Moore, Najah Peterson and Alex Ortiz Vega.**

#### Source:

Spear-Swerling, L. (Ed.). (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades k-6*. Guilford Publications.