

Advanced Alphabetics Lesson Plan Template

Objective: The students will increase their familiarity with some high frequency chunks. The students will increase their comfort with the process of chunking words to see if they can come up with a word they know

CCR Reading Foundational Skill 3. Know and apply grade-level phonics and word analysis skills in decoding words.

Time: Ongoing 15 minute lessons (plus oral reading during fluency) depending on student needs and progress.

Assessment: I will listen to the students reading text at their instructional level for accuracy (during fluency reading) to see how accurately they read and the kinds of errors they make.

Instructional format:

I can teach up to 5 skills for chunking words in advanced alphabetics, but I'll first assess to see if the students need to work on each skill. I will **Assess** each skill in this order - compound words, endings, beginnings, common syllables, and dividing words. If the student does well on the assessment I will point out that skill as a useful tool for breaking apart long words and move on to the next skill.

When assessment indicates instruction is necessary, I will

- **Explain** the skill and how attention to it can help the student figure out long words.
- **Model** using simple words the students will be familiar with.
- Provide opportunities for **guided practice** using words the students might not recognize as sight words, but words that once decoded will be familiar to the student. I will start with easier words and move to more difficult words, but always words they will recognize when decoded.
- End each lesson by having students **apply** what they learned when reading connected text at their instructional level for accuracy. This will be their fluency instruction.

Once I see that the students are applying the skill I will move on and assess the next skill, providing instruction if necessary.

Skills

1. Compound words

Assessment: I will check to see if the student can chunk compound words into 2 words to come up with the longer word. I will have the student read the words out loud and mark the errors, trying to record what the student said.

windshield	masterpiece	passageway	checkup	flashlight	heavyweight
homesick	noteworthy	something	wholesome	proofread	storeroom
eardrum	oversight	middleman	buttermilk	fingerprint	sandpaper

If instruction is necessary:

Explain: Breaking longer words into smaller parts or chunks can help you to determine what the word is. Sometimes a word is actually two smaller words put together. We call these compound words. When you come to a long word you don't know, look to see if it is made up of smaller words you do know.

Model: (I will underline the 2 words inside each compound word as I model.) "When I look at this word (cupcake) I see two smaller words I know in it, cup and cake. First I'm going to say each part, and then put the parts together to see if it's a word I know. And I do, cupcake." Let me try another one: (show baseball) I see 2 shorter words inside this longer word, base and ball. When I put them together I get a word I know, baseball."

Guided practice: "Now let's try some together: Provide words like blackboard, background, crossword, sunshine, and teamwork. I will ask the students to underline the words within each compound word and say then separately and then together.

"Now you try some." I'll have students work (alone or in pairs) on words like sidewalk, countdown, fingerprint, rainfall, newspaper, backstage, doorstep, handshake, headphone, seaport, windshield, toothache, wheelchair, notebook, and loudspeaker

Application: Read aloud during fluency practice. Before reading, I'll remind the learners to look for smaller words inside longer words that they don't recognize right away. After reading, I'll review any compound words that learners had difficulty with, and discuss how they got the ones they did.

Monitor progress: Do my learners still need more practice in breaking compound words apart to decode them? If so, I'll continue guided practice with compound words in additional lessons. If not, I'll move on to assess word endings.

2. Word endings

Assessment: I will have the student read the words out loud and mark the errors, trying to record what the student said.

humorous	correspondent	optimistic	transparency	sophisticated
manipulation	hazardous	simultaneously	aggressiveness	coordination
energetically	discouragement	familiarize	hibernation	luxurious

If instruction is necessary:

Explanation: “ You understand how to break a compound word into 2 smaller words to figure out what the compound word is like breaking cupcake into cup and cake to get cupcake, but most times when you try to figure out a longer words by breaking it into chunks all the chunks won’t all be actual words. We’re going to spend some time looking at some chunks that occur at the ends of bigger words. If you recognize the chunks at the end of a word, then you’ll be able to spend your time looking at the middle of a bigger word to see if you know it.”

Modeling: “For example: l-a-u-g-h-i-n-g – I’m looking at the word and seeing ing- at the end, I know ing says “ing,” because I’ve seen it in a bunch of easy words like walking and eating, so now I can look at the first part - laugh is a word I know.” Other examples I will talk through: charging, barking, and lifting.

Guided Practice: Spend some time working as a group on words like appearing, wondering, connecting. Follow up by working in pairs (or alone) on words like practicing, obeying, ordering, picturing, manipulating, coordinating, recognizing, proofreading, attracting, recognizing.

Application: Read aloud during fluency practice. Before reading, I’ll remind the learners to look for word endings they recognize to help them break apart words that they don’t recognize right away. After reading, I’ll review any compound words and words ending in ing that learners had difficulty with, and discuss how they got the ones they did.

Monitor progress: Do my learners still need more practice in checking the endings of words to see if they are known? If so, I’ll continue explaining, modeling, and guided practice with other endings in additional lessons. Possible endings to teach are -ing, -ed, -tion, -ry, -ly, -ty, -ment, -ble, -tle, -ture, -est, -ful, -ny. (I’ll teach as many of these endings as I need keeping in mind it isn’t as important to teach each ending as it is important to make students aware to look for endings they recognize. After I’ve taught more than one word ending I’ll mix words with each ending we’ve studied for practice. When the students are consistently using word endings to break apart longer words successfully, I’ll move on to assess word beginnings.

3. Word beginnings

Assessment: I will have the student read the words out loud and mark the errors, trying to record what the student said.

inconsistent	resemble	preposterous	unmistakable	determine
extravagance	confidential	immunization	dissatisfied	opportunity
involuntary	improbable	inconspicuous	disorganized	exaggerate

If instruction is necessary:

Explanation: “We’re going to spend some time looking at some chunks that occur at the beginning of bigger words. If you recognize the chunks at the beginning and end, then you’ll be able to spend your time looking at the middle of a bigger word to see if you know it.”

Modeling: “For example: d-i-s-c-a-r-d – I’m looking at the word and seeing dis- at the beginning, I know dis says “dis,” because I’ve seen it in a bunch of easy words like dislike and disturb, so now I can look at the second part – c-a-r-d – to see if I know how to say it; and I do, so I can put the two together, and now I can read the word as discard – and discard is a word I know.” Other examples I will talk through: dismiss, distrust, distract.

Guided Practice: Spend some time working as a group on words like disappear, disbelief, disconnect. Follow up by working in pairs (or alone) on words like discharge, disobey, disorder, displeasure, disadvantage, disagreeable, disapprove, dismissal, distraction, disappearance.

Application: Read aloud during fluency practice. Before reading, I’ll remind the learners to look for word beginnings they recognize to help them break apart words that they don’t recognize right away. After reading, I’ll review any compound words and word endings, and words beginning with dis that learners had difficulty with, and discuss how they got the ones they did.

Monitor progress: Do my learners still need more practice in checking the beginnings of words to see if they are known? If so, I’ll continue explaining, modeling, and guided practice with other beginnings in additional lessons. Possible beginnings to teach are dis-, com-, de-, ex-, per-, con-, pro-, un-, re-. (I’ll teach as many of these beginnings as I need keeping in mind it isn’t as important to teach each beginning as it is important to make students aware to look for beginnings they recognize. After I’ve taught more than

one word beginning I'll mix words with each beginning we've studied for practice. After the students get this I'll also include, as a review, words with both beginnings and endings for practice. When the students are consistently using word beginnings to break apart longer words successfully, I'll move on to assess common syllables.

4. Common syllables

Assessment: I will have the student read these common syllables out loud and mark the errors, trying to record what the student said.

ing	er	a	ly	ed	i	es	re	tion	in
e	con	y	ter	ex	al	de	com	o	di
en	an	ty	ry	u	ti	ri	be	per	to
pro	ac	ad	ar	ers	ment	or	peo	ble	der
ma	na	si	un	at	dis	ca	cal	man	ap
po	sion	vi	el	est	la	lar	pa	ture	for
is	mer	pe	ra	so	ta	as	col	fi	ful
sur	low	ni	par	son	tle	day	ny	pen	pre

tive	car	ci	mo	on	ous	pi	se	ten	tor
ver	ber	tain	dy	et	it	mu	no	ple	cu

If instruction is necessary: If learners lack accurate and fluent recognition of common syllables, I will teach these common syllables in much the same way as high frequency sight words. I will make the common syllables into flashcards and divide the deck into the ones the student knows and those he needs to work on.

Explanation: I'll pick some syllables that are similar that the student needs to work on and explain how they are pronounced. For example, if the student missed several of these po, so, mo, no I will explain that these all end with a long o sound.

Model: I will underline the syllables I am working on and use them to divide some short familiar words like motor, notice, also, solo, potato.

Guided practice: I'll work with the students to underline the syllables we are working on and use them to divide words, first working with shorter, familiar words, but quickly moving to longer words that the students won't recognize at first sight, but will recognize as words when they decode them correctly like motion, notary, polio, solar, molar, promote, polio, trampoline, social, casino, and domino. Then I'll have the students work in small groups or in pairs with additional words such as compost, exponent, imposition, isolate, espresso, nepotism, imposition, mojo, emotional, gismo, volcano, tempo, oregano. I'll have the students underline the syllables we are studying and say each word. As an assignment I will have the students join the flashcard syllables to form words. They will make a list of the words they form with the syllables.

Application: Read aloud during fluency practice. Before reading, I'll remind the learners to look for syllables they recognize to help them break apart words that they don't recognize right away.

Monitor progress: Are there other common syllables my students need to learn? If so, I'll continue explaining, modeling, and guided practice with other syllables in additional lessons. I'll add the new syllables the student has learned to the pile of flashcards that the student knows. Each day we will review these flashcards. When the students have learned all the common syllables, I'll move on to assess dividing words into parts.

5. Dividing words into parts

Assessment: I will have the student read the words out loud and mark the errors, trying to record what the student said.

administration	disagreement	replacement	disrespectful	measurements
accumulation	impatiently	astonishment	incompletely	unforgettable
miscommunication	inexcusable	announcement	accommodate	rearrangement

If instruction is necessary: If learners have trouble dividing words I will teach the process of syllabication with the goal of helping learners understand that words can be broken apart, not memorizing syllabication rules. As students practice dividing words into parts, I will remind them they may have to try more than one way to divide a word until they come up with a word they recognize.

Explanation: “We’ve been practicing dividing words in parts to see if we know them; sometimes we have to try more than one way of dividing the word up before this strategy will work.”

Modeling: “For example, let’s look at this word: d-i-s-c-r-i-m-i-n-a-t-i-o-n; I could divide it like this – di-scri-mi-na-tion – but when I put those parts together, that’s not a word I know; so before I give up, I’m going to try another way: dis-crim-in-a-tion; I put those parts together, and that’s a word I know.” “Let me do another one: register; I try this first – re gist er; I don’t know that; let me try reg is ter – okay, that I know.”

Guided Practice: “Let’s try some together – you tell me what we should try first, and then if we need to, what we should try next”: adorable, competitive; considerate. “Now you try:” calculator, vacation, populated, demonstration, dedicated, satisfaction, invention, adventure, misunderstood, intention, surrender, wonderful, thundering, interrupted, fantastic; forever, difference, interested,

Application: Read aloud during fluency practice. Before reading, I’ll remind the learners to be flexible when dividing words they don’t recognize right away. I’ll encourage them to try dividing words one way and if that doesn’t produce a word they know try dividing it a different way.

Monitor progress: Do the students need more practice dividing words? If so, I’ll continue guided practice with other high frequency, multisyllabic words in additional lessons. I’ll continue to emphasize the need to be flexible and try different ways to divide words. And I’ll continue to provide opportunities to apply and practice dividing words in text during fluency reading.

Additional High Frequency Multi-Syllabic Words for Practice

several	government	animal	information	probably
remember	suddenly	beginning	materials	developed
population	position	individual	particular	political
direction	attention	experience	development	temperature
environment	education	community	discovered	available
considered	resources	specific	personal	chemical
elements	production	equipment	difference	expected
required	increased	including	consider	certainly
provided	completely	electricity	situation	evidence

properly	industrial	immediately	explained	dangerous
understanding	established	department	determined	particularly
continue	directions	frequently	organization	successful
determine	remembered	impossible	revolution	importance
effective	relationship	appearance	constitution	independent
characteristics	communication	responsible	opportunity	economy
additional	professional	advantage	experiment	operation
potential	discussion	transportation	treatment	extremely
independence	responsibility	insurance	expression	excitement
committee	separated	expensive	enormous	disappeared

location	pollution	combination	comfortable	conversation
construction	description	relationships	appropriate	forgotten
introduced	constantly	accident	reactions	properties
traditional	reference	audience	performance	selection
electrical	civilization	territory	practical	international
existence	permanent	composition	accurate	instructions
competition	commercial	personality	management	administration
complicated	apparently	generation	experienced	explanation
occasionally	associated	mechanical	considerable	educational
communicate	circumstances	organizations	immediate	impression

intelligence	customers	consumers	characteristic	establish
association	collection	application	arrangement	tremendous
depression	environmental	employment	encouraged	representatives
observation	manufacturing	surrounding	confidence	procedure
approximately	distribution	remarkable	imagination	comparison
concentration	invention	satisfaction	maximum	advantages
unfortunately	effectively	examination	requirement	investment
percentage	illustration	fundamental	continuous	corporation
mysterious	introduction	successfully	measurement	concentrated
representative	investigation	temporary	candidate	abandoned

elementary	automatically	conference	concentrate	encourage
punishment	accomplished	accompanied	occupation	consideration
photographs	responsibilities	destruction	unemployment	improvement
remembering	consequences	disappointed	recommended	conservation
identification	arrangements	departments	corporations	communications
expectations	measurements	consciousness	uncomfortable	discrimination
entertainment	establishment	combinations	contemporary	improvements
acceptance	determination	involvement	interpretation	appointment
representation	punctuation	embarrassed	presentation	effectiveness
consequence	reconstruction	contribution	disappointment	amusement

expenditures	interference	considerations	significantly	communicating
simultaneously	independently	overwhelming	inexpensive	advertisement
compensation	announcement	availability	exceptional	enthusiastic
consistently	guaranteed	assumptions	astonishment	disadvantages
recommendations	unimportant	reservations	qualifications	accommodate
disagreement	encouragement	championship	comprehension	accumulation
investigators	discourage	unexpectedly	carelessness	inexperienced
misunderstood	interruption	potential	perspiration	momentous

Repeated Reading Lesson Plan Template

Objective: The students will read accurately. The students will read with rate and prosody that supports comprehension.

CCR Reading Foundational Skill 4: Read with sufficient accuracy and fluency to support comprehension.

Time: Ongoing 15 minute lessons.

Assessment: I will listen to the students' first readings of text at their instructional level for accuracy to see how accurately they read and to determine if their rate and prosody supports comprehension.

Materials:

Each student will read short passages from the Timed Reading Plus series using the book at their instructional level for accuracy.

Recordings of the readings

Fluency feedback sheet

Explain: On day one I will tell the students we are reading out loud to work on fluency. I will explain that fluency means reading with ease. Fluent readers don't have to think about getting the words off the page so they can concentrate on the meaning of the text. I will explain that there are 3 parts of fluency, first getting the words correct, or accuracy. I'll explain that if you are struggling to figure out what the words are, the reading gets choppy and it is harder to understand the passage. I'll explain that the second part of fluency is rate or speed. This doesn't mean speed reading. When you read too fast it is hard to understand the passage, but when you read too slowly it is also hard to understand. I'll explain that the third part of fluency is reading smoothly and taking breaks at the proper places. I'll demonstrate reading something choppy to help them understand how difficult that makes it to understand. Then I'll share a fluency feedback sheet privately with each student reminding the students which elements of fluency they need to work (accuracy or rate and prosody or both) and we'll set fluency goals together.

Then I'll explain to the group how repeated reading works. I'll tell the students that each student will read a short text to me and then we will talk about the reading in terms of the student's fluency goals. Then the student will work on their own in a private spot in the classroom. First they will listen to a recording of the reading. Then they will practice reading the text orally multiple times until they think they are reading it fluently. I'll tell them they can listen to the recording again if needed and can also read along with the recording if helpful. I'll tell them when they are ready they will read the text again for me and together we will evaluate how well the student has met the fluency goals. I'll tell them that I will scatter my turns reading with them so that while one student reads with me the others will be practicing. To streamline, after they do their final reading of one passage with me I can have them do the initial reading of the next passage.

Modeling: The student will listen to a recording of the passages. They can listen to it as many times as necessary.

Guided practice: The student can listen to the recording of the passage multiple times as needed and can read along with the recording for support. I will be moving from student to student listening to initial and final readings, but I will be available if students need assistance.

Application: The student will apply what they practiced by reading the passage fluently to me

Monitoring progress: I will listen for progress between the unpracticed and final versions of each passage and I for fluency improvement in the unpracticed initial passages to determine if the student is ready to move to a more difficult level of text and ultimately not have fluency as an instructional priority.

Basic Phonics Lesson Plan Template

Objective: The students will increase their familiarity with basic phonics patterns. The students will increase their ability to use basic phonics patterns to decode words.

CCR Reading Foundational Skill 3. Know and apply grade-level phonics and word analysis skills in decoding words.

Time: Ongoing 15 minute lessons (plus oral reading during fluency) depending on student needs and progress.

Assessment: I will listen to the students reading text at their instructional level for accuracy (during fluency reading) to see how accurately they read and the kinds of errors they make.

Instructional format:

I can teach up to 9 types of phonics patterns for decoding words in basic phonics, but I'll first assess the students using the Sylvia Greene levels I and II to determine which phonics patterns the students need to work on. I will teach only the patterns the students need to work on, but I will teach them in this order

1. **Consonants:** s, m, r, t, b, f, n, p, d, h, c with k sound and s sound, g with g sound and j sound, j, l, k, v, w, z, qu, y
2. **Short vowels:** a as in cat, e as in hen, i as in bit, o as in pot, u as in hug
3. **Consonant blends:** bl, cl, fl, pl, gl, br, dr, gr, tr, cr, fr, pr, sl, sn, sp, st, sw, sc, sk and final consonant blends ft, lp, mp, nd, nk, nt, pt, sk, sp, st
4. **Consonant digraphs:** sh, ch, th, wh, ph
5. **CVCe long vowels:** long a as in cake, long e as in Pete, long i as in time, long o as in home, long u as in huge
6. **Y as a vowel:** long e sound as in bunny at the end of a multisyllabic word, long i as in by at the end of a one syllable word, short i when in the middle of a word as in gym
7. **Vowels followed by r:** ar as in car, or as in for, er ir and ur as in her, sir, and fur
8. **Silent letters:** (initial) kn, wr, gh, sc, gn, (final) tch, dge, gh, lk
9. **Vowel digraphs:** ai (paid), ay (pay), oa (boat), ee (tree), oe (toe), oi (join), oy (joy), ew (chew), ou (cloud), ou (soup), au (haul), aw (saw), ea (peach), ea (deaf), ow (cow), oo (boot), oo (hook), ie (pie), ie (thief), ey (they), ey (valley), ei (veil), ui (build), ui (fruit)

When assessment indicates instruction for a phonics pattern is necessary, I will

- **Explain** the pattern and how attention to it can help the students figure out words.
- **Model** using simple words the students will be familiar with.
- Provide opportunities for **guided practice** using words the students might not recognize as sight words, but words that once decoded will be familiar to the student.
- End each lesson by having students **apply** what they learned when reading connected text at their instructional level for accuracy. This will be their fluency instruction.

Once I see that the students are applying the phonics pattern I will move on to teach the next pattern the students need to work on as indicated by their Sylvia Greene assessment.

Skills

1. Consonants: s, m, r, t, b, f, n, p, d, h, c with k sound and s sound, g with g sound and j sound, j, l, k, v, w, z, qu, y

If instruction is necessary:

Explain: I will explain that a, e, i, o, and u and sometimes y are vowels and that the other letters are consonants. All letters make certain sounds. Knowing the sounds letters make can help us decode words. I will explain the sound the consonant(s) we are studying that day makes.

Model: I will model with short familiar words, underlining the consonant. I will model with some words with the consonant at the beginning and some words with the consonant at the end.

Guided practice: We'll decode some words with the consonant at the beginning and at the end together, underlining the consonant in each word. Then I'll have students work alone or in pairs. I will ask the students to underline the consonant we are working on and say the word. I'll choose words that I don't think the students will recognize as sight words, but that they will know once they decode them correctly.

Application: Read aloud during fluency practice. Before reading, I'll remind the learners to look for words with the consonants we are studying.

Repeat: explain, model, guided practice, and application with other consonants as needed.

Monitor progress: Are my learners getting the consonant sounds correct at the beginning and endings of words during fluency reading? If not, I'll continue guided practice with consonants in additional lessons. If so, I'll move on to the next phonics pattern they need to work on as indicated by the Sylvia Greene.

2. Short vowels: a as in cat, e as in hen, i as in bit, o as in pot, u as in hug

If instruction is necessary: I will teach one vowel at a time.

Explanation: I will explain that vowels can make different sounds. Knowing the sounds vowels make can help us decode words. The most common are long and short vowel sounds. Long vowels say their name such as game for long a. Short a says /a/ as in cat. I'll explain that today we are going to work on words with short a sounds like in cat.

Modeling: I'll model with simple familiar words, underlining the vowels and saying the words.

Guided Practice: We'll spend some time working as a group on simple words with the short vowel sound, then follow up by working in pairs (or alone) on additional words, underlining and saying the words. I'll choose words that I don't think the students will recognize as sight words, but that they will know once they decode them correctly.

- I'll say some words with the long vowel sound and say some words with the short vowel sound and ask the students to tell me which are long vowels and which are short vowels.
- As an assignment I'll ask the students to make a list of words with the short a vowel sound.

Application: Read aloud during fluency practice. Before reading, I'll remind the learners to look for words with the short vowel sounds we are studying.

Repeat: explain, model, guided practice, and application with other vowels as necessary. Once we've learned more than one short vowel sound I will say words with all the short vowel sounds we have learned and ask the students to identify which short vowel sound they hear in the word.

Monitor progress: Are my learners getting the short vowel sounds correct in words during fluency reading? If not, I'll continue guided practice with mixed short vowels in additional lessons. If so, I'll move on to the next phonics pattern they need to work on as indicated by the Sylvia Greene.

3. Consonant blends: I'll teach these in 4 groups as needed; (bl, cl, fl, pl, gl) (br, dr, gr, tr, cr, fr, pr) (sl, sn, sp, st, sw, sc, sk) and final consonant blends (ft, lp, mp, nd, nk, nt, pt, sk, sp, st).

If instruction is necessary:

Explain: I will explain that sometimes consonants blend their sounds together. Knowing the sounds these consonant blends make can help us decode words. I will choose one of the consonant blend groups listed above (according to student needs) and explain the sounds the consonant blends make.

Model: I will model with short familiar words, underlining the consonant blends, underlining the consonant blends in each word and saying the words.

Guided practice: We'll decode some words with the consonant blends, underlining the consonant blends in each word. Then I'll have students work alone or in pairs. I will ask the students to underline the consonant blends and say the words. I'll choose words that I don't think the students will recognize as sight words, but that they will know once they decode them correctly.

- As an assignment I'll ask the students to make a list of words with the consonant blends we are studying.
- I will say words with the different consonant blends we have learned and ask the students to identify which consonant blend they hear in the word.

Application: Read aloud during fluency practice. Before reading, I'll remind the learners to look for words with the consonant blends we are studying.

Repeat: explain, model, guided practice, and application with other consonant blends as necessary.

Monitor progress: Are my learners getting the consonant blends correct during fluency reading? If not, I'll continue guided practice with consonant blends in additional lessons. If so, I'll move on to the next phonics pattern they need to work on as indicated by the Sylvia Greene.

4. Consonant digraphs: sh, ch, th, wh, ph

If instruction is necessary:

Explain: I will explain that sometimes consonants join together to make a new sound. Knowing the sounds consonant pairs join together to make can help us decode words. I will explain the sound one of the consonant digraphs makes. I won't use the name consonant digraph.

Model: I will model with short familiar words, underlining the consonant digraph in each word and saying the words.

Guided practice: We'll decode some words with the consonant digraph, underlining the consonant digraph in each word. Then I'll have students work alone or in pairs. I will ask the students to underline the consonant digraphs and say the words. I'll choose words that I don't think the students will recognize as sight words, but that they will know once they decode them correctly.

- I'll say some words with the consonant digraphs and ask the students to tell me which consonant digraph they hear in the words.
- As an assignment I'll ask the students to make a list of words with the consonant digraphs.

Application: Read aloud during fluency practice. Before reading, I'll remind the learners to look for words with the consonant digraphs we are studying.

Repeat: explain, model, guided practice, and application with other consonant digraphs as necessary. Once we've learned more than one consonant digraph sound I will say words with all the consonant digraphs we have learned and ask the students to identify which consonant digraph sound they hear in the word.

Monitor progress: Are my learners getting the consonant digraphs correct during fluency reading? If not, I'll continue guided practice with consonant digraphs in additional lessons. If so, I'll move on to the next phonics pattern they need to work on as indicated by the Sylvia Greene.

5. CVCe long vowels: long a as in cake, long e as in Pete, long i as in time, long o as in home, long u as in huge

If instruction is necessary:

Explanation: I review that the vowels are a, e, i, o, and u and sometimes y. I will explain that vowels can make different sounds. Knowing the sounds vowels make can help us decode words. The most common are long and short vowel sounds. Long vowels say their name such as game for long a. I'll explain that today we are going to work with a pattern that makes long vowel sounds. I'll explain that when you have a consonant followed by a vowel and another consonant followed by the letter e the first vowel is usually long and says its name and the final e is silent.

Modeling: I'll model with simple familiar words, writing C, V, C, and e under the letters in the words and saying the words.

Guided Practice: We'll spend some time working as a group on simple words with the long vowel sound formed by the CVCe pattern, then follow up by working in pairs (or alone) on additional words, writing C, V, C, and e under the letters and saying the words. I'll choose words that I don't think the students will recognize as sight words, but that they will know once they decode them correctly. Once the students understand this pattern in single syllable words I'll add in some words with 2 syllables that have this pattern.

- As an assignment I'll ask the students to make a list of words with long vowels caused by the CVCe pattern.

- To further demonstrate this I will use word pairs like pin and pine, hug and huge, tap and tape to show how the vowel sound changes from short to long when the e is added. We will create more word pairs following this pattern, consisting of both real words and nonsense words.

Application: Read aloud during fluency practice. Before reading, I'll remind the learners to look for words with the CVCe pattern.

Monitor progress: Are my learners getting the CVCe pattern words correct in words during fluency reading? If not, I'll continue guided practice with CVCe pattern words in additional lessons. If so, I'll move on to the next phonics pattern they need to work on as indicated by the Sylvia Greene.

6. Y as a vowel: long e sound as in bunny at the end of a multisyllabic word, long i as in by at the end of a one syllable word, short i when in the middle of a word as in gym

If instruction is necessary:

Explanation: We said that the vowels are a, e, i, o, and u, but sometimes y can be a vowel. Y is a consonant when it is at the beginning of a word or syllable and it says /y/ as in yellow. When there are no other vowels in a word or a syllable, y acts as a vowel. When y acts as a vowel it can have the long e sound as in pretty or the long i sound as in try or the short i sound as in gym. Knowing the sounds y can make can help us decode words.

I'll make a chart as follows and explain when y is at the end of a 1 syllable word it often has a long i sound like try. When y is at the end of a longer word it often has a long e like pretty. When y acts as a vowel in the middle of a word or syllable it often has a short i sound like gym.

Y at end of 1 syllable word = long i like try	y at end of longer word = long e like pretty	y in middle of syllable = short i like gym

Modeling: I'll fill in the chart with examples, first with cry, my, and fly, explaining how each has 1 syllable and no other vowel so the y has a long i sound. Then I'll put baby, happy, and crazy in the second column, explaining that these words have more than 1 syllable so the y at the end takes a long e sound. Then I'll fill in the last column with hymn, lynch, and cyst, pointing out that there are no other vowels and the y is not at the end so it has a short i sound. I'll tell the students they don't need to memorize these rules.

Just be aware of the different sounds y can make and think of these examples. They can try decoding a word with a y one way and if it doesn't form a word they know try it another way.

Guided Practice: We'll spend some time working as a group adding simple words to the chart such as sly, angry, myth, pry, ugly. I'll write each word and then ask the students to help me decide which column it belongs in and what sound the y would make. Then we'll read the word. Next I'll have them do the same working in pairs (or alone) on additional words like tryst, spry, allergy, crypt, trophy, system, dewy, typical, memory, symphony, crystal, wry, and heartily. I'll choose words that I don't think the students will recognize as sight words, but that they will know once they decode them correctly. I'll encourage the students to try the various sounds of y as a vowel until they get a word they recognize.

Application: Read aloud during fluency practice. Before reading, I'll remind the learners to look for words with y acting as a vowel.

Monitor progress: Are my learners getting the words with y as a vowel correct during fluency reading? If not, I'll continue guided practice with y as a vowel in additional lessons. If so, I'll move on to the next phonics pattern they need to work on as indicated by the Sylvia Greene.

7. Vowels followed by r: ar as in car, or as in for, er ir and ur as in her, sir, and fur

If instruction is necessary:

Explanation: I will explain that when a vowel is followed by r the r controls the vowel, giving it a different sound. Knowing the sounds vowels make when followed by r can help us decode words. I'll explain that ar says /ar/ as in car, or says /or/ as in for, and er, ir, and or all make the same sound /ir/ as in sir.

Modeling: I'll model with simple familiar words, underlining the r controlled vowels and saying the words.

Guided Practice: We'll spend some time working as a group on simple words with r controlled vowels, then follow up by working in pairs (or alone) on additional words, underlining and saying the words. I'll choose words that I don't think the students will recognize as sight words, but that they will know once they decode them correctly.

- I'll say some words with r controlled vowel sounds and ask the students to tell me which are ar sounds, which are or sounds, and which are er/ir/ur sounds
- As an assignment I'll ask the students to make a list of words with ar sounds, or sounds, and er/ir/ur sounds.

Application: Read aloud during fluency practice. Before reading, I'll remind the learners to look for words with the r controlled vowels.

Monitor progress: Are my learners getting the r controlled vowels correct in words during fluency reading? If not, I'll continue guided practice with r controlled vowels in additional lessons. If so, I'll move on to the next phonics pattern they need to work on as indicated by the Sylvia Greene.

8. Silent letters: (initial) kn, wr, gh, sc, gn, (final) tch, dge, gh, lk

If instruction is necessary:

Explain: I will explain that sometimes two consonants can make the sound of only one of them and the other is silent. These silent letters can come at the beginning or the end of words. Knowing which consonant pairs can have silent letters can help us decode words. I will explain that kn sounds like /n/. The k is silent. I'll explain that gn sounds like /n/. The g is silent.

Model: I will model with short familiar words, underlining the kn or gn in each word in each word and saying the words. know, knee, gnaw, gnat

Guided practice: We'll decode some words with the kn and gn, underlining the kn or gn in each word together knob, knew, knee, gnash, sign. Then I'll have students work alone or in pairs. I will ask the students to underline the consonant digraphs and say the words. I'll choose words that I don't think the students will recognize as sight words, but that they will know once they decode them correctly. knit, knock, knead, knife, knot, kneepad, unknown, knuckle, kneesocks, knickers, knockout, knockoff, align, design, gnarly, gnome, foreign

Application: Read aloud during fluency practice. Before reading, I'll remind the learners to look for words with kn and gn.

Repeat: explanation, modeling, guided practice, and application of other silent consonants students need work on. As more silent letters are taught I will mix practice with all silent letters learned.

Monitor progress: Are my learners getting the words with silent consonants correct during fluency reading? If not, I'll continue guided practice with silent consonants in additional lessons. If so, I'll move on to the next phonics pattern they need to work on as indicated by the Sylvia Greene.

9. Vowel digraphs: ai (paid), ay (pay), oa (boat), ee (tree), oe (toe), oi (join), oy (joy), ew (chew), ou (cloud), ou (soup), au (haul), aw (saw), ea (peach), ea (deaf), ow (cow), oo (boot), oo (hook), ie (pie), ie (thief), ey (they), ey (valley), ei (veil), ui (build), ui (fruit)

If instruction is necessary:

Explain: I will explain that sometimes two vowels join together to make a sound. Knowing the sounds vowel pairs make can help us decode words. I will explain that often when two vowels are together in a word or syllable the first vowel is long (it says its name) and the second vowel is silent. Some examples of this are ai says long a, ay says long a, oa says long o, ee says long e, and oe says long o.

Model: I will model with short familiar words, underlining the vowel pair in each word and saying the words. paid, pay, boat, tree, toe

Guided practice: We'll decode some words with ai, ay, oa, ee, and oe together, underlining the vowel pair in each word and saying the word. Then I'll have students work alone or in pairs. I will ask the students to underline the vowel pairs and say the words. I'll choose words that I don't think the students will recognize as sight words, but that they will know once they decode them correctly.

Application: Read aloud during fluency practice. Before reading, I'll remind the learners to look for words with vowel pairs.

Repeat: explain, model, guided practice and application with other vowel pairs as needed. Possible combinations might be

- ea (peach), ea (deaf), ie (pie), ie (thief), ey (valley), ey (they), ui (fruit), ui (build), With these combinations I will stress that sometimes when two vowels are together the first is long, but not always. I will encourage students to first try long, then try another sound.
- oi (join), oy (joy) With these vowel digraphs I will explain that sometimes two vowels combine to form a different sound.
- ew (chew), ou (cloud), ou (soup), au (haul), aw (saw), ow (cow), oo (boot), oo (hook) With these vowel digraphs I will explain that sometimes two vowels come together and can make different sounds and the same sound can be made with different vowel digraphs.

Monitor progress: Are my learners getting the vowel digraphs correct during fluency reading? If not, I'll continue guided practice with vowel digraphs in additional lessons. If so, I'll move on to advanced alphabets as needed.

Collaborative Oral Reading Lesson Plan Template

Objective: The students will read accurately. The students will read with rate and prosody that supports comprehension.

CCR Reading Foundational Skill 4: Read with sufficient accuracy and fluency to support comprehension.

Time: Ongoing 20 minute lessons.

Assessment: I will listen to the students reading text at their instructional level for accuracy to see how accurately they read and to determine if their rate and prosody supports comprehension.

Materials:

This group of students has fluency instructional levels of _____.

The text we will be reading is _____ GLE _____

Fluency feedback sheet

Explain: On day one I will tell the students we are reading out loud to work on fluency. I will explain that fluency means reading with ease. Fluent readers don't have to think about getting the words off the page so they can concentrate on the meaning of the text. I will explain that there are 3 parts of fluency, first getting the words correct, or accuracy. I'll explain that if you are struggling to figure out what the words are, the reading gets choppy and it is harder to understand the passage. I'll explain that the second part of fluency is rate or speed. This doesn't mean speed reading. When you read too fast it is hard to understand the passage, but when you read too slowly it is also hard to understand. I'll explain that the third part of fluency is reading smoothly and taking breaks at the proper places. I'll demonstrate reading something choppy to help them understand how difficult that makes it to understand. Then I'll share a fluency feedback sheet privately with each student reminding the students which elements of fluency they need to work (accuracy or rate and prosody or both) and we'll set fluency goals together.

Then I'll explain to the group how collaborative oral reading works. I'll tell the students that each person will read 3 to 5 lines and then randomly pass the turn to another group member. The turns will be short so everyone gets more turns to read. I'll warn them that they won't know when the turn will be passed to them so they have to read along silently to be ready. I'll tell them that as they read I will supply any unknown words to support them. I will tell students that this is my role. They should not correct each other. I will also take turns to provide a model of fluent reading. We will stop occasionally to briefly discuss the passage.

I won't explain this every day, but every few days I will review why we are reading out loud and remind the students which elements of fluency they are working on.

Modeling: I will take turns to provide a model of fluent reading. If I think the students need more modeling I will read more often or longer sections.

Guided practice: I will start each session with a short review of where we are in the story. I will support the students by supplying unknown words and making corrections as necessary. I'll make sure they don't correct each other because the students are uncomfortable when other students correct and I know how much wait time to allow. I will prompt students to pass if they read too long. If students ask questions like about the text, I will respond briefly and keep the reading going.

Application: We will stop occasionally to briefly discuss the passage. I will keep the discussions brief so the focus of the lesson is on practicing fluent reading.

Monitoring progress: I will listen as the students read each day, noting progress in accuracy, rate, and prosody. I will pay specific attention to monitoring one student each day, making notes on the fluency feedback sheet and sharing the notes with that student after the group finishes.

At the end of the book I will evaluate whether each student needs to continue fluency instruction with text at the same level and if so do they need to continue work on the same elements of fluency (accuracy, rate, and prosody), or do they need to continue fluency instruction with text at a higher level and if so do they need to work on the same elements of fluency, or if they can now read grade 8 text fluently and will no longer have fluency as an instructional priority.

Echo Reading Lesson Plan Template

Objective: The students will read accurately. The students will read with rate and prosody that supports comprehension.

CCR Reading Foundational Skill 4: Read with sufficient accuracy and fluency to support comprehension.

Time: Ongoing 15 minute lessons.

Assessment: I will listen to the student perform an unpracticed reading of a passage at the same instructional level to determine if the student is ready to move to a more difficult level of text or to a fluency technique with less support.

Materials:

Short passages from the Reading Fluency Readers series using the book at the student's instructional level for accuracy.

Explain: On day one I will tell the student we are reading out loud to work on fluency. I will explain that fluency means reading with ease. Fluent readers don't have to think about getting the words off the page so they can concentrate on the meaning of the text. I will explain that there are 3 parts of fluency, first getting the words correct, or accuracy. I'll explain that if you are struggling to figure out what the words are, the reading gets choppy and it is harder to understand the passage. I'll explain that the second part of fluency is rate or speed. This doesn't mean speed reading. When you read too fast it is hard to understand the passage, but when you read too slowly it is also hard to understand. I'll explain that the third part of fluency is reading smoothly and taking breaks at the proper places. I'll demonstrate reading something choppy to help them understand how difficult that makes it to understand. Then I'll remind the student which elements of fluency they need to work (accuracy or rate and prosody or both) and we'll set fluency goals together.

Then I'll explain how echo reading works. I'll tell the student that we will be echo reading a passage together. I'll explain that first I'll read each sentence in a paragraph and then they will read the same sentence. Next I will read the entire paragraph aloud and the student then echoes the entire paragraph. We'll do this paragraph by paragraph until we finish the passage. They should listen to where I pause and how my reading sounds and try to echo what they hear.

Modeling: This technique provides lots of support as I will model every sentence and then the whole paragraphs for the student.

Application: After we finish all the paragraphs I'll ask the student to read the entire passage.

Monitoring progress: I will listen for progress when the student reads the entire paragraph and also when the student reads the entire passage. When I feel the student is ready I will ask them to perform an unpracticed reading of a passage at the same

instructional level to determine if the student is ready to move to a more difficult level of text and/or to a fluency technique that provides less support.