

# Model Lesson Plans for Expediting

## Chapter 1 Instruction

### *Reading Horizons Elevate*<sup>®</sup>

The purpose of this resource is to provide a step-by-step expedited path to addressing the skills, key concepts, and processes from Chapter 1 for older students. More than one session can be done during a class period, if time allows and students are proficient in the concepts covered. A [classroom video](#) demonstrating this quick introduction can serve as a helpful accompaniment to the Model Lesson Plans. Students using the *Reading Horizons Elevate*<sup>®</sup> Software can be given an expedited path through Chapter 1.

#### Session 1

##### **Lesson Summary**

During Session 1, you will review the letter names and sounds taught in Letter Groups 1–3. You will provide explicit instruction on the [kinesthetic cue](#) for each vowel, the concept of the slide, using an x to identify vowels in words, nonsense words, and the process of dictation.

##### **Chapter 1 Key Concepts**

###### **The Slide**

Slides help to develop blending sounds before moving to words. The slide arrow indicates it is not a whole word, that we blend the sounds together rather than segment them, and directionality (reading left to right).

###### **X to Identify Vowels in Words**

This process of feature analysis reinforces the structure of English words. Every word must contain a vowel and every syllable must have a vowel or vowel sound.

###### **Nonsense Words**

Nonsense words are marked with an asterisk (\*) in front of the word and are valuable to assess if students can apply their phonics knowledge to a word they don't already know. Nonsense words simulate encountering unfamiliar words to ensure accurate decoding and spelling based on the skill.

###### **Materials**

- Letter cards or a prepared slideshow with the upper and lowercase letters for Letter Groups 1–3
- Student Transfer Cards for Letter Groups 1–3 (for reference during instruction and dictation)
- Chapter 1, Quiz 1, Form A - [Teacher Version](#) and [Student Version](#) (with or without Part A)

###### **Processes**

- Core 4
- Dictation
- Student Transfer Cards
- Informal and Formal Assessment

## Review

Quickly go over all letter names and sounds in Letter Group 1 using letter cards or a slideshow.

## Instruction

- Teach the [kinesthetic cue](#) for the vowel *a*.
- Teach the first three key concepts from Chapter 1: The Slide, Lesson 3: Building Words, and Lesson 4: Nonsense Words.
- Teach students the process of dictation.
  - Reinforce lowercase letters and writing in a column with corrections to the right of the original.
  - Remember that dictation is guided practice. Especially since the letters and concepts were introduced very quickly, guide student practice by reminding them what to mark and why.
  - Use questioning to determine that they know why they are using the markings.

## Dictation

- Dictate slides, words, and nonsense words using a Student Transfer Card from Letter Group 1. Remember to use context sentences for dictated words to develop vocabulary simultaneously.
- Observe and offer corrective feedback for student mistakes after every item that is dictated. Make note of students who need additional instruction. (Informal Assessment)

The Building Words and Nonsense Words lessons are usually taught after Letter Group 1, so words don't appear on the Letter Group 1 Transfer Cards. Consider dictating the following words along with any others you may choose to create: bag, fad, dad, gab, \*bab.

## Repeat the process outlined above for Letter Groups 2 and 3.

- Review: Letter names and sounds for each Letter Group.
- Instruction: Introduce the [kinesthetic cue](#) for each vowel.
- Dictation: Dictate slides, words, and nonsense words using a Student Transfer Card from the corresponding Letter Group lesson.

## Transfer

- Pass out, or place under a document camera, the [Student Transfer Cards](#) from Letter Groups 1, 2, and 3. Have students quickly read the rows of slides, real words, and nonsense words.
  - It is important for students to practice reading to transfer their skills to text.
- When sentences appear on the Letter Group 3 Transfer Card, read those sentences for fluency and comprehension practice.
  - Students can also read what they have written on their boards for a quick fluency practice and informal observation of decoding skills, as seen in the video.

## Assess and Reteach

- Using data collected during the informal assessment of dictation, determine if you need to assess upper and lowercase formation of each letter. This may be the case with elementary-aged students or newcomers to the language.

- Use Quiz 1 (Formal Assessment) to determine learning gaps. Skip Part A for most students, unless informal assessment reveals a need.
- Based on formal and informal assessment, reteach Chapter 1 skills where there are gaps, either in small groups or one-on-one. Focus on areas of distress and remember to build from letter/sound to slide to word to nonsense word. Use kinesthetic cues and slides with all vowels taught, to reinforce vowel sounds.

## Session 2

### Lesson Summary

During Session 2, you will review slides, words, and nonsense words using letters from Letter Groups 1–3. You will also review kinesthetic cues for vowel sounds. You will provide explicit instruction on Letter Groups 4 and 5.

### Chapter 1 Key Concepts

#### The Slide

Slides help to develop blending sounds before moving to words. The slide arrow indicates it is not a whole word, that we blend the sounds together rather than segment them, and directionality (reading left to right).

#### X to Identify Vowels in Words

This process of feature analysis reinforces the structure of English words. Every word must contain a vowel and every syllable must have a vowel or vowel sound.

#### Nonsense Words

Nonsense words are marked with an asterisk (\*) in front of the word and are valuable to assess if students can apply their phonics knowledge to a word they don't already know. Nonsense words simulate encountering unfamiliar words to ensure accurate decoding and spelling based on the skill.

#### Materials

- Letter cards or a prepared slideshow with the upper and lowercase letters for Letter Groups 4 and 5
- Student Transfer Cards for Letter Groups 4-5
- Chapter 1, Quiz 2, Form A - [Teacher Version](#) and [Student Version](#) (with or without Part A)

#### Processes

- Core 4
- Dictation
- Student Transfer Cards
- Informal and Formal Assessment

## Review

- Begin with a review from Session 1.
- Dictate slides, words, and nonsense words made up of letters from Letter Groups 1–3. Focus on any letters and sounds that were in need for the whole group.
- Ensure the review includes all vowels and their [kinesthetic cues](#) taught in Letter Groups 1–3 (/ă/, /ě/, /ö/).

## Instruction

- Use the process introduced in Session 1 to cover Letter Groups 4 and 5.
- Review letter names and sounds for each Letter Group.
  - Introduce the [kinesthetic cue](#) for each vowel.

## Dictation

- Dictate slides, words, and nonsense words using Student Transfer Cards from the Letter Groups 4 and 5 lessons.
- Reinforce the process of dictation that you taught in Session 1.
  - Reinforce lowercase letters and writing in a column with corrections to the right of the original.
  - Remember that dictation is guided practice. Especially since the letters and concepts were introduced very quickly, guide student practice by reminding them what to mark and why.
  - Use questioning to determine that they know why they are using the markings.
- Remember to use context sentences for dictated words to develop vocabulary simultaneously.

Observe and offer corrective feedback for student mistakes after every item that is dictated. Make note of students who need additional instruction. (Informal Assessment)

## Transfer

- Pass out, or place under a document camera, the [Student Transfer Cards](#) from Letter Groups 4 and 5. Have students quickly read the rows of slides, real words, and nonsense words.
- Have students read the sentences for fluency and comprehension practice.
  - It is important for students to practice reading to transfer their skills to text.

## Assess and Reteach

- Using data collected during the informal assessment of dictation, determine if you need to assess upper and lowercase formation of each letter. This may be the case with elementary-aged students or newcomers to the language.
- Use Quiz 2 (Formal Assessment) to determine learning gaps. Skip Part A for most students, unless informal assessment reveals a need.
- Based on formal and informal assessment, reteach Chapter 1 skills where there are gaps, either in small groups or one-on-one. Focus on areas of distress and remember to build from letter/sound to slide to word to nonsense word. Use kinesthetic cues and slides with all vowels to reinforce vowel sounds.

## Session 3

### Lesson Summary

During Session 3, you will review real words and nonsense words and their associated markings. You'll provide explicit instruction on Spelling with C and K.

## Chapter 1 Key Concept

### Spelling with C and K

- When the sound /k/ is followed by the vowels *a*, *o*, or *u*, it is spelled with a *c*.
- When the sound /k/ is followed by the vowels *i* or *e*, it is spelled with a *k*.

### Materials

- Student Transfer Cards for Spelling with C and K
- *Reading Horizons Elevate*® *Supplementary Materials Manual - Games Supplement*

### Processes

- Core 4
- Dictation
- Student Transfer Cards
- Games
- Informal and Formal Assessment

## Review

- Play a game, such as [Panic](#) (modified to include markings), to review real words and nonsense words and their associated markings.
- Make note of students who need continued support and intervention with the concepts from Sessions 1 and 2. (Informal Assessment)

## Instruction

Teach Lesson 15: Spelling with C and K.

## Dictation

Use a selection of real words and nonsense words from the dictation section of the lesson and/or from the Spelling with C and K Student Transfer Cards. Make sure to use all of the vowels during dictation.

- Observe and offer corrective feedback for student mistakes after every item that is dictated. Make note of students who need additional instruction. (Informal Assessment)

## Transfer

- Pass out, or place under a document camera, the [Student Transfer Cards](#) from Lesson 15: Spelling with C and K. Have students read the sentences for fluency and comprehension practice.

The Student Transfer Cards for Spelling with C and K have an embedded activity where students are to complete the word by filling in the correct letter using the skill they have learned. Have students complete this activity on paper and turn it in as a formative assessment.

## Assess and Reteach

- Reteach any areas of difficulty in small groups or one-on-one as needed.
- Optional: Assign the Chapter 1 Quizzes on the software for students who need to be assessed for mastery. (Summative Assessment)