

# The Road to Reading

## Intervention for Struggling Learners

### Lesson Objectives

This list organizes lesson objectives by strand. Use the list to plan instruction or correlate program objectives with your district objectives, standards, or benchmarks.

### Concepts of Print

#### Letter Names

- identify letters in children's own names (Unit 1)
- identify matching letters of the alphabet (Unit 1)
- compare the shapes of letters (Unit 1)
- write letters of the alphabet (Unit 1)
- identify named letters of the alphabet (Unit 1)
- name letters of the alphabet (Unit 1)
- compare uppercase and lowercase letters (Unit 1)
- match uppercase and lowercase letters (Unit 1)
- distinguish letters of the alphabet in different fonts (Unit 1)
- identify letters that are vowels (Unit 4)

#### The Alphabet

- say the alphabet in order (Unit 1)
- locate letters arranged in alphabetical order (Unit 2)

#### Tracking Print

- track print from left to right, top to bottom, and page to page (Units 1, 2, and 3)
- hear word boundaries (Unit 1)
- segment sentences into words (Unit 1)
- read a book page to page from front to back (Unit 2)
- match words to print (Unit 9)

#### Punctuation and Capitalization

- identify punctuation marks (period, question mark, exclamation point, comma, quotation marks) (Units 3, 5, and 6)
- identify capitalized words (names) in text (Unit 5)
- recognize abbreviations (Unit 6)
- recognize proper nouns (Unit 6)
- capitalize beginning words in sentences (Unit 9)
- understand the role of apostrophes in contractions (Unit 9)
- understand the role of end punctuation marks in text (Unit 9)

#### Parts of a Book

- create and use a Table of Contents (Unit 10)

# Phonological Awareness

## Matching and Comparing Sounds

- identify words with the same beginning sounds (Units 2 and 6)
- identify words with the same medial vowel sounds (Units 4, 5, and 7)
- identify words with the same final sounds (Unit 6)
- distinguish closely related sounds (Units 2, 5, and 6)
- distinguish long from short vowel sounds (Units 4 and 7)
- identify sound differences in similar words (Units 5 and 6)
- identify sound differences in words with endings *s* and *ed* (Unit 11)
- hear sound differences in word parts (Unit 12)

## Isolating Sounds

- isolate beginning sounds in words (Units 2, 4, 5, and 6)
- isolate medial sounds in words (Units 4, 5, 7, and 8)
- isolate final sounds in words (Unit 5 and 6)
- isolate the rime in rhyming words (Unit 3)
- isolate prefixes and suffixes in spoken words (Unit 12)

## Segmenting Sounds

- segment onsets and rimes (Unit 3)
- segment sounds in words (Units 4, 5, and 6)
- count sounds in words (Unit 6)

## Sequencing Sounds

- identify where a sound is in a word (beginning, middle, or end) (Unit 2)
- say the sounds in words in order (Unit 5)

## Rhyming

- identify words that rhyme (Units 3 and 6)
- name words that rhyme (Unit 3)

## Blending

- blend onsets with rimes (Units 3 and 6)
- blend sounds to read words (Units 5 and 6)

## Words and Syllables

- hear word boundaries (Unit 2)
- segment syllables in words (Unit 10)
- sort words by number of syllables (Unit 10)
- blend syllables in words (Unit 10)
- combine words to create compound words (Unit 10)
- break down compound words into word parts (Unit 10)
- orally add endings *s*, *ed*, and *ing* to words (Unit 11)
- sort words by word ending sounds (Unit 11)

# Letter/Sound Correspondence

## Consonants

- name the letter that represents a beginning sound (Unit 2)
- say the sound represented by a letter (Unit 2)
- identify a word that begins with a letter/sound (Unit 2)
- identify beginning letter/sounds in words (Unit 3)
- name the letter that represents a final sound (Unit 5)
- identify soft *g* and *c* sounds (Unit 7)

## Vowels

- connect beginning short vowel sounds with the letters that represent them (Unit 4)
- connect medial short vowel sounds with the letters that represent them (Unit 4)
- identify vowels in short vowel CVC words (Unit 4)
- identify vowel sounds in CVC and CVCe words (Unit 7)
- name sounds for short and long vowels (Unit 7)
- match vowel pairs *ai*, *ea*, *ee*, and *oa* with the sounds they represent (Unit 7)
- match long and short vowel sounds with the letters or letter patterns that represent them (Unit 7)
- match vowel pairs *oo*, *ou*, and *oi* with the sounds they represent (Unit 8)
- identify consonant and vowel sounds represented by the letter *y* (Unit 8)
- match vowel pairs *ay* and *oy* with the sounds they represent (Unit 8)
- match vowel pairs *aw*, *ow*, and *ew* with the sounds they represent (Unit 8)
- match *r*-influenced vowels with the sounds they represent (Unit 8)

## Blends and Digraphs

- connect blends and digraphs to the sounds they represent (Unit 6)
- name the letters that represent blends and digraphs (Unit 6)
- name the sounds represented by blends and digraphs (Unit 6)
- identify words that begin with letter pairs (Unit 6)

## Sounding Out Words

- say the sound for each letter in CVC words (Unit 5)
- place letters in order to spell words (Unit 5)
- name sounds for letters (Unit 5)
- match letters with sounds and sounds with letters (Units 5 and 6)
- match the order of letter/sounds in words (Unit 6)
- match letters with the sounds they typically represent (Unit 8)
- identify silent letters in words (Unit 8)

## Syllables

- identify letter/sound correspondences in syllables with common patterns (Unit 10)

## Word Endings

- identify the letter/sound correspondences for word endings (Unit 11)

# Fluent Word Recognition

## High Frequency Words

- recognize high frequency words fluently and automatically (Units 2, 3, 5, 6, 7, 9)

## Phonetically Regular Words

- read CVC words (Unit 5)
- read words with blends and digraphs (Unit 6)
- read words with the final *e* pattern (Unit 7)
- read words with vowel pairs *ai*, *ea*, *ee*, and *oa* (Unit 7)
- read CVC, CVCe, and CVC words (Unit 7)
- read phonetically regular words with simple and complex patterns (Unit 8)
- read phonetically irregular words (Unit 8)
- read contractions (Unit 9)

## Multi-Syllabic Words

- read compound words (Unit 10)
- read high frequency syllables (Unit 10)
- read multi-syllabic words syllable by syllable (Unit 10)
- read words with word endings (Unit 11)
- read common prefixes and suffixes fluently (Unit 12)
- read words with prefixes and suffixes (Unit 12)

## Text Fluency

- build fluency by reading and rereading repetitive sentence patterns (Units 3 and 6)
- use repeated readings to develop fluency reading text (Unit 8)

# Word Analysis

## Phonics Patterns

- identify same letter sequences (rimes) in words (Unit 3)
- identify words with common rimes (Unit 3)
- sort CVC words by vowel pattern (Unit 5)
- identify CVC words (Unit 5)
- find similarities in words (Unit 5)
- identify blends and digraphs in words (Unit 6)
- identify words with final *e* (CVCe) patterns (Unit 7)
- identify words with vowel pair (CVVC) patterns (Unit 7)
- recognize and analyze patterns in words (Units 7, 8, and 9)
- use word patterns to spell words (Unit 7)
- identify differences in similarly spelled words (Unit 9)
- identify ways that words are alike and different (Unit 9)

## Word Parts

- identify the two words that make up a contraction (Unit 9)
- combine words to create compound words (Unit 10)
- isolate words within compound words (Unit 10)
- isolate syllables in multi-syllabic words (Unit 10)
- recognize patterns in syllables (Unit 10)
- sort multi-syllabic words by pattern (VCCV or VCV) (Unit 10)
- divide words into syllables (Unit 10)
- identify root words in words with word endings (Unit 11)
- add word endings to root words (double the consonant, drop the *e*, change *y* to *i*, if necessary) (Unit 11)
- identify patterns in words (\_VC, \_VCe, \_Cy) (Unit 11)
- identify rules and exceptions to rules for adding word endings (Unit 11)
- identify prefixes, suffixes, and roots in words (Unit 12)

## Word Meaning

- identify the roles of different parts of speech in words (nouns, verbs, adjectives) (Unit 5)
- identify parts of speech (nouns, verbs, adjectives) (Unit 6)
- identify homophones (Units 7 and 8)
- distinguish between plurals and possessives (Unit 11)
- adjust word endings to form agreement (Unit 11)

# Connected Text

## Punctuation and Capitalization

- use punctuation marks in reading text (Units 5, 6, and 8)
- use quotation marks in reading text (Unit 6)
- use capital letters in reading text (Unit 8)

## Genres

- follow along as text is read (tongue twisters) (Units 1 and 2)
- read stories (Units 3, 5, and 11)
- read riddles (Units 4 and 8)
- write and read rhymes (Unit 6)
- read jokes (Unit 7)
- read verses of a song (Unit 9)
- read nonfiction (Units 10 and 12)

## Fluent Reading

- develop fluency in reading sentences (Unit 9)

# Reading for Meaning

## Comprehension Strategies

- retell a sentence in one's own words (Unit 1)
- visualize the meaning of text (Units 2 and 5)
- use picture clues to extract meaning (Unit 3)
- draw pictures to illustrate text (Unit 5)
- determine whether sentences make sense (Units 5, 6, 7, and 8)
- interpret text (Unit 6)
- understand jokes (Unit 7)
- sequence words to create sentences that make sense (Unit 8)
- predict unknown words based on sentence structure and meaning (Unit 8)
- monitor sense while reading (Unit 10)
- choose illustrations to match content of text (Unit 10)
- fill in the blanks to create sentences that make sense (Unit 12)

## Vocabulary

- distinguish real words from nonsense words (Units 3, 4, 6, and 7)
- name words with similar meanings (synonyms) (Units 4, 7, and 8)
- identify words that are opposites (antonyms) (Units 8 and 9)
- understand the meanings of common abbreviations (Unit 6)
- identify the meanings of homophones (Units 7 and 8)
- connect words by meaning (Unit 8)
- identify category words (Unit 8)
- understand contractions (Unit 9)
- understand the meaning of compound words (Unit 10)
- sort words into categories (Unit 10)
- understand the meaning of words with word endings (Unit 11)
- identify the meanings of common prefixes and suffixes (Unit 12)
- use the meanings of prefixes, suffixes, and roots to understand the meanings of words (Unit 12)