



Literacy Intervention System (LIS)

Teacher Guide



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and

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Philosophy of the Literacy Intervention System

Dear Teachers,

The purpose of the Literacy Intervention System is to provide authentic books that capture the attention of the children of today. The goal is that children have an emotional connection to the books to motivate them to read and write. With a systematic and effective program, children can develop reading and writing skills so that they can become independent readers and writers. Children can accelerate their skills in reading and writing because they have an opportunity to read the printed text in interesting books and also practice writing as they respond to the reading. The books provide positive experiences and opportunities for reading and writing. In the beginning, the teacher provides a lot of support, scaffolding the students' learning. Later, students have more opportunities to be responsible for their learning. As the lessons progress and students become more successful and more independent, the teacher becomes the facilitator.

Our hope is to close the achievement gap in school performance with our books.

Sincerely,

Anjeanetta Matthews
Donna Roeder

Introduction

The Hopscotch Literacy Intervention System (LIS) is an intensive nine-week program designed to help low-achieving first-grade and second-grade students develop independent reading and writing strategies. The LIS includes multicultural guided reading books featuring colorful photographs that capture children and their life experiences. These books range from text levels D to I and intervention levels 4 to 16. Additional support materials include alphabet picture cards, high frequency word cards, word family cards, writing notebooks, records of oral reading, reproducible activity pages, and take-home books.

Hopscotch LIS focuses on the following literacy skills:

- Print awareness
- Letter knowledge
- Vocabulary building
- Reading and writing strategies
- Reading and writing fluency
- Oral language development
- Listening skills
- Comprehension

The materials included in Hopscotch LIS will support your literacy intervention program by providing the following:

- Explicit and systematic instruction for small groups
- Support for identifying individual student strengths and needs
- Assessments for documentation and for lesson implementation
- Opportunities for accelerated progress from text level D to I within a nine-week period
- The opportunity to monitor students' progress on a daily basis
- Take-home support for parental involvement

The Hopscotch Literacy Intervention System is designed to be implemented by trained teachers and is ideal for general education, English Language Learners, bilingual or dual language programs, Response to Intervention (RTI), special education, and early childhood programs.

Getting Started

Lesson Format

The Hopscotch Literacy Intervention System is an intensive program consisting of 30- to 35-minute daily lessons. By introducing a new book each day, students will read all 45 books in the program in just nine weeks.

Each lesson format is structured as follows:

1. **Alphabet Picture Cards** (2–3 minutes)—During this portion of the lesson, students practice letter identification and letter-sound association using all of the cards. For example, when shown the *Aa* alphabet picture card, students should say *a, /a/, apple*.
2. **High Frequency Word Cards** (2 minutes)—During this portion of the lesson, students develop fluency and automaticity of word recall. Students review the high frequency words from previous lessons, as well as those introduced in that day's guided reading book.
3. **Familiar Reading** (5 minutes)—During this portion of the lesson, students read independently the books from previous lessons. This enables students to develop fluency and apply reading processes such as meaning, structure, and visual cues. It is during Familiar Reading that the *Concepts About Print* checklist and *Record of Oral Reading* are administered to one or two students individually. Both assessments are based on the story read the previous day. The *Concepts About Print* checklist should be given to each child every two weeks or as needed. The *Record of Oral Reading* should be administered at least once a week for each child.
4. **Guided Reading** (10–13 minutes)—During this portion of the lesson, students are introduced to the new book. An instructional sequence is provided in each lesson. Students are given the opportunity to make connections between their experiences and the book, be exposed to new vocabulary, and practice the text pattern. While students read, observe whether or not they are demonstrating appropriate reading behaviors and strategies, such as left-to-right progression, self-monitoring, and decoding skills. See *Assessing Students' Reading and Writing Behaviors*

on page 7 for additional helpful hints. Scaffold students' reading skills by giving supportive prompts and by using magnetic letters and/or wipe-off markers and dry-erase boards to conduct letter and word work. For example, if students are not attending to the initial sound of a word, use magnetic letters to spell out the word and have students compare it to how they read the word.

5. **Word Work** (1–2 minutes)—During this portion of the lesson, print is shown in a different way. Instead of viewing text on the page of a book, students spell and manipulate words using magnetic letters. This provides an opportunity for children to spell high frequency words and make connections between known words and new words. For example, if a child knows the word *can*, spell it using the magnetic letters and have the child read it. Then replace the letter *c* with the letter *m*, and have the student read the new word.
6. **Comprehension and Writing** (8–10 minutes)—During this portion of the lesson, the new story is discussed. Ask students to tell you about their favorite part of the story, what happened first or second, and so on. If students are confused about the story or cannot remember a part of it, they can go back to the book for clarification. Help students make a connection to the story by discussing the suggested writing prompt. You may write the prompt on the whiteboard to get students started. Have students record their responses in their Writing Notebooks. Observe writing behaviors and assist students who may need extra support. In this activity, students also practice the words they know and use them to create new words, thereby increasing their vocabulary. See *Assessing Students' Reading and Writing Behaviors* on pages 7–8 for additional helpful tips.
7. **Extension Activities**—A variety of reproducible activity pages as well as additional suggestions for developing students' reading and writing skills are provided for each lesson. The reproducible activities may be used in class or given as homework.

Assessing Students' Reading and Writing Behaviors

Reading

To help you assess your students' reading practices, ask yourself the following:

- Are they reading from left to right?
- Do they have control of one-to-one correspondence?
- Are they reading fluently or word by word?
- Are they reading for meaning?
- Do they use picture clues to make sense of a word or a sentence?
- Do they reread for fluency and comprehension?
- Do they self-correct after making an error?
- Are they using decoding skills?

Encouraging Strategies During Guided Reading

Problem area: Not using left-to-right progression and one-to-one correspondence

Strategy: Encourage students to use an index finger to point to each word, from left to right, as they read. You may need to help them move the finger and point to each word as you read the words together. Repeat this a few times until students gain control of the skill.

Problem area: Reading word by word without fluency

Strategy: Model the desired reading behavior by reading the sentence aloud. Then ask students to go back and reread the sentence. Model the reading pattern for each story during the reading and writing activities on a daily basis in order for students to achieve fluency.

Problem area: Reading without paying attention to whether the text makes sense or not

Strategy: Ask *Did that make sense? Or Did that sound right?* Then have students go back to the sentence and point to each word as they reread it. Remind students that words and sentences are ways to express ideas and that they need to make sense. Encourage students to look at the pictures in the book to help them read words that are too difficult. Ask them to name what's in picture and think about that word's beginning letter and sound. Then instruct them to look for that word on the text page.

Writing

To help you assess your students' writing practices, ask yourself the following:

- Are students forming letters correctly or do they need more specific instruction?
- Do they have fine motor control when writing?
- Can they record the correct letter for the sound they hear?
- Do they reread what they wrote in order to monitor their own writing?
- Are they saying the word as they write it?
- Are they using what they know about reading to help them with their writing?

Encouraging Strategies During Guided Writing

Problem area: Not knowing how to form letters

Strategy: Provide magnetic letters for students to refer to while writing.

Problem area: Cannot remember how to write high frequency words

Strategy: Encourage students to use what they know about reading to help them with their writing.

Remind them that if they can read a word, they can probably write it. Have them practice writing the words on the Practice Page of their writing notebooks three times. Then have them go back to their sentences and try to write the words from memory.

Problem area: Difficulty putting thoughts in writing

Strategy: Ask students to say aloud what they want to write. Encourage them to write any of the letters they hear in each sentence. Prompt students by asking, *How do you think that word might start?* Then help them write the word. For example, if a student only hears the *c* in *cat*, have him or her write the letter. Complete the word for the student by writing *at*.

Home-School Connection

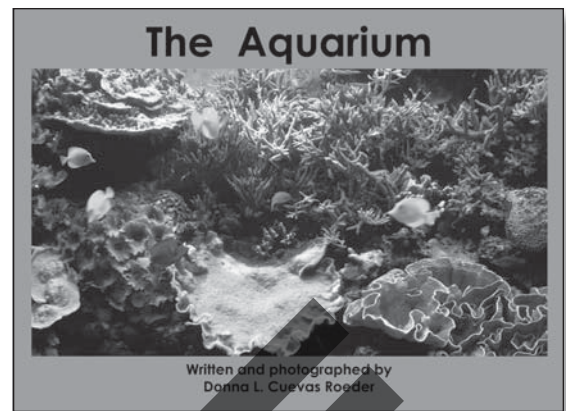
Send home the parent letter (page 283) and one or two of the familiar take-home books (not the book read during guided reading that day). The letter instructs parents on how to support their child's reading and writing and includes reading discussion questions. To reinforce fluency and automaticity, the student will read the book as the parent listens. The parent will then encourage the child to write a sentence or two about the story. The child should try to write independently, but the parent may help if needed.

1. The Aquarium

Intervention Level: **4**

Guided Reading Level: **D**

Word Count: **48**



Materials

- alphabet picture cards
- high frequency word cards: *are, at, many, the, there*
- *The Aquarium* (one copy for each child)
- Magnetic letters
- Dry-erase boards and wipe-off markers
- Writing notebooks (one for each child)
- Reproducible pages (13–14)

For Individual Student Assessment

- Concepts About Print checklist (page 279)

Concepts About Print (Evaluation)

Use the Concepts About Print checklist to record individual student responses.

1. Give the book to the student. On page 1, point to the period.

Ask: *What is this called? When do you use a period?*

2. Turn to page 3.

Say: *Point to the capital letter. Point to the lowercase letter.*

3. Turn to page 5.

Say: *Point to a word. Point to a letter.*

4. Turn to page 13 and point to the comma.

Ask: *What is this called? When do you use a comma?*

Lesson 1

Review the letters and their sounds by using the alphabet picture cards. Ask students to say the name of the letter, the sound of the letter, and the name of the picture for each card.

Use the **High Frequency Word Cards** to review the following words:

are at many the there

Guided Reading

Prior Knowledge

Ask, *What is an aquarium? What types of animals live in an aquarium?*

Introduction

Read the title and say: *This story is about two children who visit an aquarium and see a lot of animals like the manta ray. Turn to page 4 and look at the manta ray. Say the word **manta ray**. Look for the word on page 3 and point to it. Read the word.*

Explain to students that the pattern of the book is:

There are _____ in the aquarium.

Ask students to read page 3 to practice the pattern.

Reading

As students read the story, monitor them for these behaviors:

- reading for meaning
- maintaining sentence structure
- self-monitoring and self-correcting
- looking at the pictures for meaning
- attending to the beginning/ending of the word (initial/final letter)
- reading with fluency (letter by letter, word by word, or in phrases)

Word Work

If a student is having trouble reading a word, use magnetic letters to focus on the initial or final sound. Encourage the student to point to and read each word while moving his or her index finger from left to right.

Comprehension and Writing

Ask students to retell the story aloud. Then invite students to write one or two sentences on the **Comprehension/Writing** page of their writing notebooks about what they like to see at the aquarium. Have them practice writing “unknown” words on the page titled **Practice Page**. You may help students during this writing process when necessary. While students are writing, observe whether or not they are beginning each sentence with a capital letter, using spaces between words, using correct punctuation, and so on. Ask students to read the sentences that they wrote to reinforce the reading and writing process, which will improve reading fluency.

Extension Activities

- Ask students to spell “known” words like *there*, *are*, *in*, and *the* with magnetic letters and then read the words quickly. If possible, have the students go to the board to write the high frequency words or form them with the magnetic letters.
- Engage the students in activities with the Word Family card “-og” (*dog*, *fog*, *hog*, *jog*, *log*, *frog*).
- Have the students complete the reproducibles in class or as homework.
- If time permits, review the **High Frequency Word Cards** from current or previous books.

Record of Oral Reading

The Aquarium

Word Count: **48**

Intervention Level: **4**

Guided Reading Level: **D**

Name: _____

Date: _____

E = errors S-C = self-correction M = meaning S = structure V = visual

Page	Text	E	S-C	E MSV	SC MSV
1	There are many animals in the aquarium.				
3	There are manta rays in the aquarium.				
5	There are sharks in the aquarium.				
7	There are turtles in the aquarium.				
9	There are starfish in the aquarium.				
11	There are yellow frogs in the aquarium.				
13	There are blue birds in the aquarium.				

SAMPLE

Accuracy Rate: $\frac{48 - (\# \text{ Total Errors})}{48} \times 100 = \underline{\hspace{2cm}} \%$

Self-correction Rate: $\frac{(\# \text{ of Errors}) + (\# \text{ of S-C})}{\# \text{ of S-C}} = 1: \underline{\hspace{2cm}}$

Independent Level
(95%-100%) _____

Instructional Level
(90%-94%) _____

Frustration Level
(Below 90%) _____

Write the Word

Read each word. Then write it three times.

1. There _____

2. are _____

3. in _____

4. an _____

5. the _____

6. them _____

Choose a word and write it in a complete sentence.

- There
- in
- them
- are
- an
- the

1. _____

2. _____

3. _____

Reading Comprehension

Read each sentence. Circle the sentence that tells about each picture.

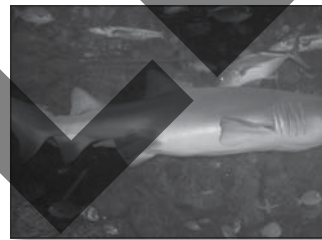
1. There are manta rays in the aquarium.

There are fish in the aquarium.



2. There are crabs in the aquarium.

There are sharks in the aquarium.



3. There are lobsters in the aquarium.

There are turtles in the aquarium.



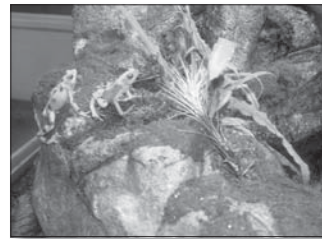
4. There are starfish in the aquarium.

There are octopuses in the aquarium.



5. There are shrimp in the aquarium.

There are yellow frogs in the aquarium.



6. There are blue birds in the aquarium.

There are jellyfish in the aquarium.

