



Literacy Intervention System (LIS)

Teacher Guide



By

Rebecca Carranza

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The 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 needed to become independent readers and writers. We can accelerate children's growth in reading and writing by giving them opportunities to read the printed word in relevant, engaging books and to practice writing as they respond to their reading. The Literacy Intervention System is scaffolded, providing a great deal of teacher support at the beginning and shifting responsibility for learning to the student gradually as he or she becomes more capable. As the lessons progress and students become more successful and independent, the teacher becomes the facilitator, observer, and evaluator.

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

Sincerely,

Rebecca Carranza

Introduction

This level of the Hopscotch Literacy Intervention System (LIS) is an intensive eight-week program designed to help students develop independent strategies for reading, writing, and acquiring vocabulary at the second-grade level. The LIS includes multicultural guided reading books featuring culturally relevant leveled books that capture children and their life experiences. These books range in guided reading levels from J to M. Additional support materials include high frequency word cards, word work cards, writing notebooks, records of oral reading, reproducible activity pages, and take-home versions of the books.

Hopscotch LIS focuses on the following literacy skills:

- Oral language (listening and speaking)
- Word work
- Academic vocabulary
- Comprehension
- Fluency
- Transitional reading (areas of difficulty in English for students transitioning from Spanish reading)

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

- Explicit and systematic instruction for small groups of 4–6 students
- Support for identifying individual student strengths and needs
- Assessments for documentation and for lesson implementation
- Opportunities to accelerate progress from text level J to M within an eight-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 (ELL), Dual Language programs, Response to Intervention (RTI), Special Education, and Extended Day 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 every other day, students will read all 20 books in the program in just eight weeks.

Each lesson format is structured as follows:

Day One

- 1. Familiar Reading** (5–7 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 Record of Oral Reading and the Comprehension Questions assessment are administered to one or two students individually. Both assessments are based on the story read in the the previous lesson. Please note that the comprehension questions are to be asked and answered orally. The teacher may record student responses on the form. This is not to be assigned to students for written completion. The Record of Oral Reading should be administered at least once a week for each child.

Use this formula for calculating **oral reading accuracy**:

of words read correctly ÷ # of words in passage = % of correctly read words

Guidelines for Oral Reading Accuracy:

Independent Level	95%–100%
Instructional Level	90%–94%
Frustration Level	89% or less

The chart on page 170 allows you to document student progress in **oral reading accuracy**.

Use this formula for calculating **oral reading fluency**:

of words in passage ÷ # seconds elapsed x 60 = # of words per minute

Guidelines for Reading Levels J–M:

Beginning of school year 44 words per minute

Middle of school year 68 words per minute

End of school year 90 words per minute

The chart on page 171 allows you to document student progress in **oral reading fluency**.

- 2. Reading and Writing Behaviors** (1–2 minutes) At the beginning of each new lesson there is a series of questions for you to pose to the group of students in order to assess reading behaviors. Record your observations of student reading behaviors on the checklist on page 169. This checklist should be used to assess each student’s reading and writing progress at least once every two weeks.
- 3. High Frequency Word Cards** (2–3 minutes) During this portion of the lesson, students develop fluency and automaticity in word recognition. Students review the high frequency words from previous lessons, as well as those introduced in the current book.
- 4. Reading the Book** (12–15 minutes) During this portion of the lesson, the new book is introduced to the student. A complete lesson plan is provided for each book. Students will have the opportunity to share prior knowledge, make predictions, and make connections to the text. They will process new vocabulary and use new comprehension strategies. As students read, the teacher will observe their use of strategies, such as using illustrations to make sense of text, self-monitoring, and decoding longer words.
- 5. Academic Vocabulary** (5 minutes) This is an opportunity to introduce and explain the **text structure** (compare/contrast, problem/solution, description, cause/effect, or sequence) and the **academic vocabulary** of the specific book, preparing students to use these in the subsequent reproducible activities and on the Practice Page of the Student Writing Notebook.

Day Two

- 1. Transition to English** (2–3 minutes) This segment of the lesson was designed specifically for students who first learned to read in Spanish and who are now engaged in reading English. It provides quick lessons on those skills specific to English reading that do not transfer from Spanish reading. These may be English sounds that do not exist in Spanish (zero transfer) or those letter-sound correspondences that are different in the two languages (negative transfer).
- 2. Rereading the Book** (8–10 minutes) While students read the book for the second time, observe one student reading the previous book. Note the student's behaviors on the Record of Oral Reading for that book and his or her responses to the comprehension questions on the following page. Make note of the fact that the Record of Oral Reading does not contain the entire text of the book, but approximately the first 150 words.
- 3. Word Work** (3–5 minutes) In the Literacy Intervention System J–M, Word Work consists of vowel combinations, affixes, digraphs, compound words, words with multiple meanings, homophones, homographs, plurals, and other aspects of the structures and meanings of words.
- 4. Comprehension and Writing** (15 minutes) The comprehension questions found in each lesson plan are based on the approach developed by Taffy Raphael (2006) and her decades-long research on **Question Answer Relationships** (QAR). This powerful instructional tool organizes the relationships between questions and their answers into four categories, resulting in deeper levels of comprehension of what students read. In these lessons, after students have read each book, the teacher engages students in a discussion using four types of questions. The objective is to teach students the types of questions and how to find their answers, both within the text and by using their own knowledge and higher-order thinking skills such as inferring and drawing conclusions.