

LEVELS D-I

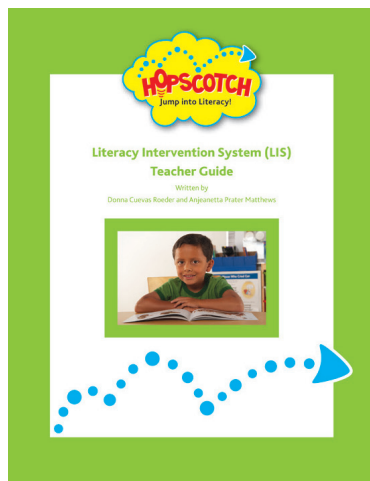
LIS

LITERACY INTERVENTION SYSTEM

Sampler includes:

Introduction from the Teacher Guide

Lesson 37 for *Grandma's Tamales*



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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

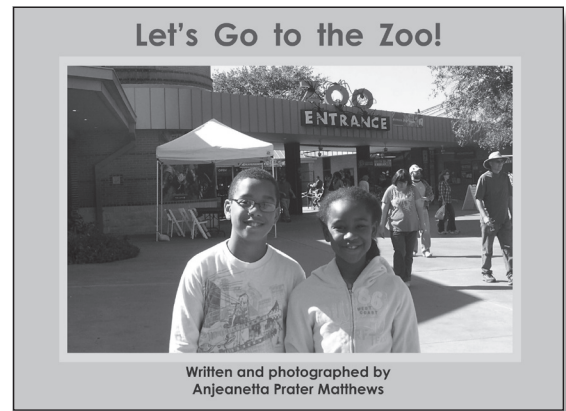
Strategy: Ask students to say aloud what they want to write. Encourage them to write any of the letters they hear in each sentence. Prompt students by asking, *How do you think that word might start?* Then help them write the word. For example, if a student only hears the *c* in *cat*, have him or her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

3. Let's Go to the Zoo!

Intervention Level: **4**
Guided Reading Level: **D**
Word Count: **69**



Materials

- alphabet picture cards
- high frequency word cards: *big, day, Do, his, like, One, said, the, to, went, with, you, Yes*
- *Let's Go to the Zoo!* (one copy for each child)
- Magnetic letters
- Dry-erase boards and wipe-off markers
- Writing notebooks (one for each child)
- Reproducible pages (25–26)

For Individual Student Assessment

- Record of Oral Reading (page 18)
- Concepts About Print checklist (page 279)
- One copy of *In the Garden*

Concepts About Print (Evaluation)

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

1. Give the book to the student.
Say: Show me the front cover of the book. Show me the back cover of the book.
2. Ask the student to turn to the first page.
Ask: Where do you begin to read? Where do you stop?
3. Turn to page 5 and point to the question mark.
Ask: What is this called? When do you use this?
4. On page 5, point to the quotation marks.
Ask: What are these called? When do you use them?

Lesson 3

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:

big day Do his like One said
the to went with you Yes

Familiar Reading

Have the students read two or three of their familiar books. Observe the students reading the book *In the Garden*. Record their reading behaviors on the *Record of Oral Reading*.

Guided Reading

Prior Knowledge

Ask the students, *Have you ever been to the zoo? Which animals do you like to see at the zoo?*

Introduction

Read the title and say: *This book is about the day David went to the zoo with his cousin Amaya. They like a lot of animals and they also like snow cones!*

Explain to the students that the pattern in the book is:

“Do you like _____?” asked Amaya. “Yes,” said David.

Ask students to read page 3 to practice the pattern of the book.

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 a time when they visited the zoo or some part of the city. 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 *went*, *like*, *you*, 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 cards: “-at” (*bat*, *cat*, *fat*, *hat*, *mat*, *pat*, *rat*, *sat*) and “-uck” (*buck*, *duck*, *luck*).
- 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

Let's Go to the Zoo!

Word Count: **69**

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	One day, David went to the zoo with his cousin Amaya.				
3	"Do you like giraffes?" asked Amaya. "Yes," said David.				
5	"Do you like elephants?" asked David. "Yes," said Amaya.				
7	"Do you like big iguanas?" asked Amaya. "Yes," said David.				
9	"Do you like tigers?" asked David. "Yes," said Amaya.				
11	"Do you like crocodiles?" asked Amaya. "Yes," said David.				
13	"Do you like snow cones?" asked David. "Yes," said Amaya. "I love snow cones!"				

Accuracy Rate: $\frac{69 - (\# \text{ of Errors})}{69} \times 100 = \underline{\hspace{2cm}} \%$

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

Independent Level
(95%-100%) _____

Instructional Level
(90%-94%) _____

Frustration Level
(Below 90%) _____

Fluency Writing

Read each word. Then write it on the line below.

1. **said**

said

said

2. **like**

like

like

3. **the**

the

the

4. **you**

you

you

Write the Missing Word

Write the missing words on the lines below.

you

like

said

Do

yes

1. “ _____ you _____ tigers?”
“Yes,” _____ Amaya.



2. “Do _____ like big iguanas?”
“ _____,” said David.



3. “ _____ you _____ giraffes?”
“ _____,” _____ David.



4. “Do _____ _____ elephants?”
“Yes,” _____ Amaya.



NEW!

LIS Green (Levels D-I) 9-Week English Intervention! Grade 1

Dual
Language
Resource

Literacy Intervention System (LIS)

Literacy Intervention System (LIS) is an intensive program designed by intervention specialists to help low-achieving first-grade and second-grade students develop independent reading and writing strategies.

The LIS Green Level covers 9 weeks of instruction focusing on fluency, comprehension, and writing in 30- to 35-minute lessons that introduce a new book each day.

The LIS Green Level includes 45 *Hopscotch* culturally diverse guided reading books featuring colorful photographs that capture children and their life experiences. The books are not translated or adapted. They are written in English and range from text Levels D to I and Intervention Levels 4 to 16.

About the Authors

Donna Cuevas Roeder and Anjeanetta Prater Matthews are both bilingual academic intervention teachers in Houston, Texas. They are fluent in Spanish and trained in Descubriendo la Lectura.

Donna has an MEd in Curriculum and Instruction and 18 years' experience working with at-risk students in reading and writing.

Anjeanetta has an MEd in Bilingual Education and 20 years' experience working with low-achieving students in reading.

LIS Green Level Components

- 270 Leveled Books
(6 each of 45 titles)
- 270 Matching Take-Home Books
(black and white)
- 12 Reusable Take-Home Bags
- Alphabet Picture Cards
- High-Frequency Word Cards
- Word Family Cards
- 10 Student Notebooks
- Teacher Guide
with CD-ROM
- 3 Sturdy
Storage Boxes

Daily Lesson Format:

Your students will cover all 45 titles in the LIS with 30- to 35-minute daily lessons:

Alphabet Picture Cards	2-3 minutes
High-Frequency Word Cards	2 minutes
Familiar Reading	5 minutes
Guided Reading	10-13 minutes
Word Work	1-2 minutes
Comprehension and Writing	8-10 minutes





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