

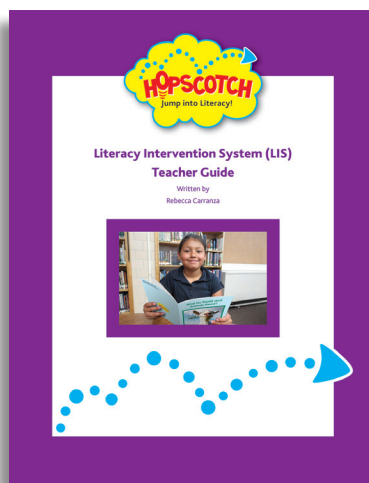


## Hopscotch Literacy Intervention System (LIS) Teacher Guide Sampler

Sampler includes:

Introduction from the Teacher Guide

Lesson 3: It's Tattling, Anita!



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# Introduction

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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

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## 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**:

$\# \text{ of words read correctly} \div \# \text{ of words in passage} = \% \text{ of correctly read words}$

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.

## Question Answer Relationships

In the Book		In My Head	
<b>Right There</b> Answers are found in one specific place in the text.	<b>Think and Search</b> Answers are found in different places in the text.	<b>Author and Me</b> Answers are based on the experience of the reader combined with the words of the author in the text.	<b>On My Own</b> Answers based on the experiences of the reader.

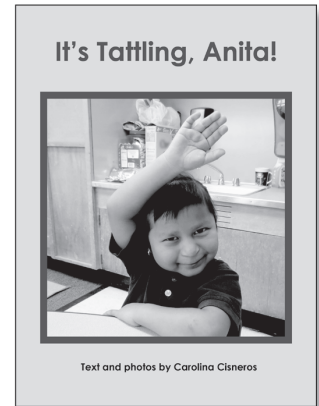
In addition to the QAR discussions, students have the opportunity to explore text structures and vocabulary by completing the reproducible activities as scaffolding for the writing activities students will complete in the Practice Pages and the Comprehension/Writing pages of the Student Writing Notebook.

**5. Extension Activities** Suggestions for additional activities are provided at the end of each lesson.

These activities are not included in the allotted 30–35 minutes for each lesson.

# 3. It's Tattling, Anita!

Intervention Level: **18**  
Guided Reading Level: **J**  
Word Count: **274**



## Materials

- High frequency word cards: *always, ask, because, before, call, could, like, look, said, say, work*
  - Student Writing Notebook (pages 6–7)
  - Reproducible activities (pages 31–32)
  - *It's Tattling, Anita!* (one copy per student)
- For individual student assessment:
- Record of Oral Reading (page 21)
  - Comprehension Questions (page 22)
  - Reading and Writing Behaviors checklist (page 169)
  - *Life Cycles* (one copy)

## Day One

### Familiar Reading

Have students read *Life Cycles*. Observe one or two students reading. Record their behaviors on the Record of Oral Reading on page 21. Then ask the comprehension questions on page 22, and record students' responses.

### Reading and Writing Behaviors for Levels J-M

Record student reading and writing behaviors on the Reading and Writing Behaviors checklist.

1. Pass out the book *It's Tattling, Anita!* Say to students:  
*Look at the cover of the book. What do you think this book is about?*  
*Why do you think so?*
2. Say: *Look at the photos. What can we tell from the photos?*
3. Ask: *Do you think this book is fiction or informational? Why?*

# Lesson 3

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## High Frequency Words

Use the high frequency word cards to review the following words:

**always**      **ask**      **because**      **before**      **call**      **could**  
**like**      **look**      **said**      **say**      **work**

## Background Knowledge

Ask students in the group: *Have you ever known a tattletale? How do other students react to tattletales? Have you ever been a tattletale?*

## Introduction

Read the title and say: *This book is about a little girl who learns that being a tattletale is not very nice.*

This book is narrative. Explain to students that the text structure of the book is **problem/solution**.

## Reading

While students read the entire book aloud, monitor them for the following behaviors:

- Reading for meaning
- Maintaining sentence structure
- Monitoring and self-correcting
- Reading with fluency (Are they reading letter by letter, word by word, in phrases, or smoothly and with expression?)
- Using the pictures to make sense of the text
- Attending to how words end and begin

After students have read the book, ask the following questions of the group to determine their levels of comprehension:

**Right There:** *Who tried to put his notebook in his backpack before finishing his work?  
Who blew Anita a kiss?*

**Think and Search:** *Why was the teacher frustrated?*

**Author and Me:** *Do you know someone who tattles? Why do you think children sometimes tattle?*

**On My Own:** *How are tattletales treated in school?*



## Lesson 3 (continued)

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### Academic Vocabulary

Introduce the following words and explain their meanings. Use them to discuss the story and complete the reproducible activities and Student Writing Notebook pages.

**cause**  
**first**

**effect**  
**next**

**events**  
**then**

**finally**

Use the reproducible activity on page 31 to allow students to practice the words. Use Practice Page 6 in the Student Writing Notebook to help students write about the book using the high frequency words and academic vocabulary. Model this activity, and guide students as they complete it.

## Day Two

### Transition to English: Regular Past Tense

**Say:** *In English, to express an action that happened in the past, we add **-ed** to the end of some words. For example, **call + ed = called**. If a word ends in **e**, we often add a **d** to express the past. An example of this is **like + ed = liked**.*

**Ask:** *Can you find other examples of these words in the book? (complained, finished, looked, tattled) What other words do you know that follow this pattern?*

### Reading

As students read the book a second time, observe one student reading it aloud. Note his or her behaviors on the Record of Oral Reading on page 29. Ask the comprehension questions on page 30 and note the student's responses.

## Lesson 3 (continued)

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### **Word Work: Compound Words**

Explain that a compound word is a new word made by combining two words. Some of the compound words from the story are:

**tattletale**

**classroom**

**backpack**

**homework**

**notebook**

Ask students what other compound words they can think of.

### **Comprehension and Writing**

Invite the students to use the reproducible activity on page 32 to practice the academic vocabulary and to prepare themselves to write. Then have them use this information to write about the book on page 7 of the Student Writing Notebook. Record student behaviors on the Reading and Writing Behaviors checklist.

### **Extension Activities**

- Ask students to spell high frequency words and read them aloud with automaticity.
- Review academic vocabulary from the previous lesson.
- Choose 3–5 sentences from the book to use as dictation.
- Use the high frequency word cards from previous books for review.
- Ask students to read part of the book aloud to practice oral fluency.

# Record of Oral Reading

**It's Tattling, Anita!**  
 Number of words: **122**  
 Intervention Level: **18**  
 Guided Reading Level: **J**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Page	Text	E	S-C	E MSV	SC MSV
3	Anita was a big tattletale who liked to get involved in everybody's problems. She tattled so much that the other kids called her "Anita the Tattletale." She always complained to the teacher.				
4	"Teacher, Joseph stuck his tongue out at me," complained Anita.				
5	"Teacher, Diana didn't finish her homework," tattled Anita.				
7	"Teacher, Marco put his notebook into his backpack before he finished his work," complained Anita.				
9	"Teacher, Eben blew me a kiss!" tattled Anita.				
11	The teacher was tired of hearing all of Anita's complaints. She thought to herself, "I'm going to explain to the class the difference between tattling and telling because I am tired of so much tattling!"				
13	The teacher called all the children together and had them sit on the rug.				

**Accuracy Rate:**  $\frac{122 - (\# \text{ of Errors})}{122} \times 100 = \underline{\hspace{2cm}} \%$

**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 89%) \_\_\_\_\_

## Comprehension Questions \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student the following questions and record responses here.

### **It's Tattling, Anita!**

1. What was this story about?

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2. Why was the teacher frustrated?

---

3. Why do you think some children tattle a lot?

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4. How are tattletales treated at school?

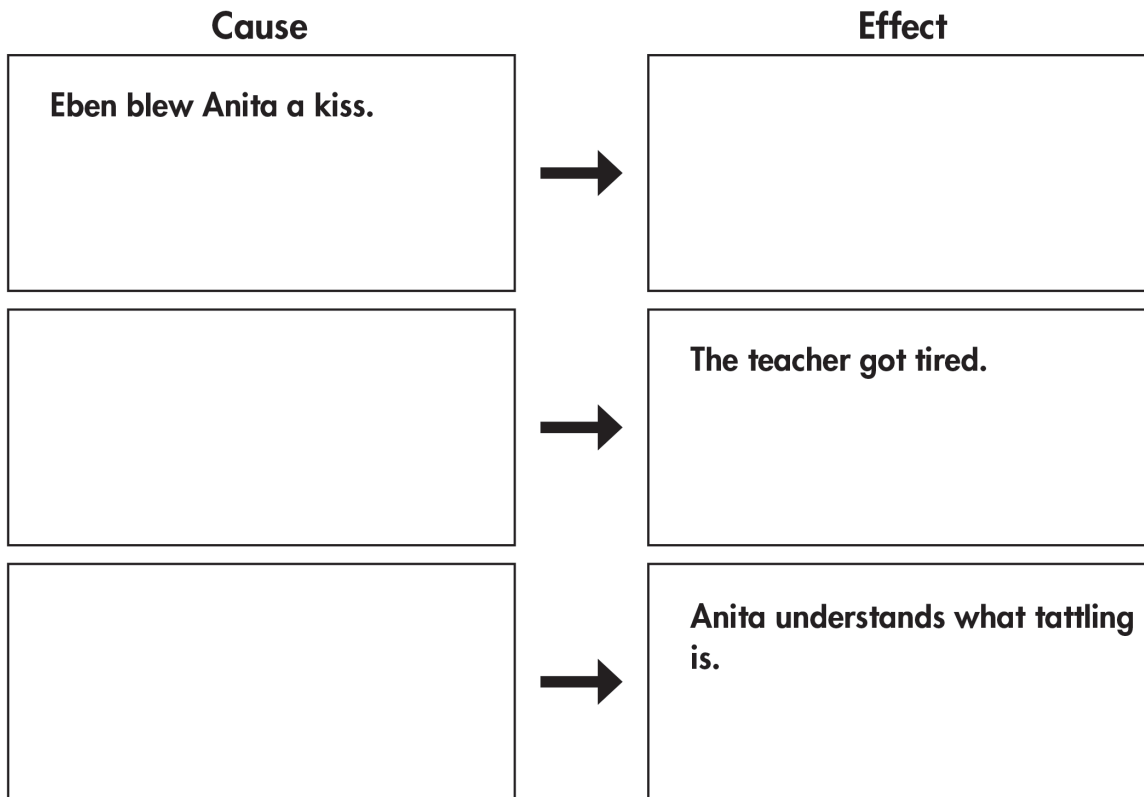
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5. What does Anita learn in this book?

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# Cause and Effect

Fill the boxes with causes and effects. Then complete the paragraph below.



Eben blew Anita a kiss.

Anita \_\_\_\_\_.

The teacher got tired. \_\_\_\_\_

\_\_\_\_\_. Anita understands what tattling is.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sequence of Events

Draw the four most important events from the story in the boxes below.


Write a sentence below about each of the events you drew in the boxes.

<b>First...</b>	<b>Next...</b>
<b>Then...</b>	<b>Finally...</b>

## Reading and Writing Behaviors Levels J–M

Oral Language	Listens with understanding and follows directions	
	Can ask and answer questions about a text	
Phonics	Identifies letters of the alphabet and their corresponding sounds, including consonants, vowels, digraphs, diphthongs, and vowel combinations	
	Uses structural analysis to decode longer words	
Vocabulary	Recalls high frequency words and reads them with automaticity and fluency	
	Uses new words orally and in writing	
	Recognizes most of the words read in informational and literary texts	
	Uses word roots to break down and comprehend unfamiliar words	
	Uses context to determine the meaning of unknown words	
	Uses the dictionary or glossary to learn the meaning of new words	
Comprehension	Understands the author’s purpose for writing different types of text	
	Makes connections to the text	
	Asks questions about the text	
	Makes predictions using illustrations, titles, and prior knowledge	
	Identifies the topic, main idea, and details; can summarize the text	
	Recognizes different text structures, including problem/solution, compare/contrast, cause/effect, description, and sequence	
Fluency	Reads 90 words per minute with 95%–100% accuracy	
	Reads fluently and with expression	
Writing	Organizes ideas for writing	
	Can write to inform/explain, to entertain, and to express an opinion	
	Spells words correctly and uses correct punctuation	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Oral Reading Accuracy

% of words read correctly	Title:	Title:	Title:	Title:	Title:	Title:
	Level:	Level:	Level:	Level:	Level:	Level:
	Date:	Date:	Date:	Date:	Date:	Date:
100%						
90%						
80%						
70%						
60%						
50%						
40%						
30%						
20%						
10%						



## LIS Purple Scope and Sequence

Title	Topic	High Frequency Words	Word Work	Transition to English	Academic Vocabulary	Writing
1. <b>Grandma Betty's Bears</b>	A little girl learns to make bears from her grandmother.	found, four, green, like, made, many, show, together, very	words with multiple meanings: felt, bear, button, cut, etc.	irregular past tense: draw-drew, find-found, make-made, etc.	after, alike, different, finally first, next, sequence, similar, then	Procedure/sequence Compare/contrast
2. <b>Life Cycles</b>	Life cycles of plants and animals	about, again, as, goes, grow, into, these, to, two, very, which	homographs: plant, will, change	sounds made by y: cycle, many	adult plant, butterfly, caterpillar, chrysalis, cycle, egg, insect, seed, seedling, similar, different	Sequence of events in a cycle
3. <b>It's Tatting, Anita!</b>	A little girl learns that tatting is not nice.	always, ask, because, before, call, could, like, look said, say, work	compound words: tattletale, classroom, backpack, etc.	Past tense -ed: called, looked, finished, etc.	cause, effect, events, finally, first, next, then	Sequence of events Cause/effect
4. <b>We Are Alike, We Are Different</b>	Friends are alike and different in many ways.	about, because, before, both, good, live, much, old, play, read, six, their, they, together, too, very, write	comparatives and superlatives: taller than, smaller than, the youngest, etc.	ea vowel combination: meat, each, read, reading, etc.	alike, both, compare, contrast, different	Compare/contrast
5. <b>Heroes of Our School: Miss Romero</b>	A person who is considered a hero in her school and community	after, always, ask, because, before, could, do, every, give, have, help, how, little, one, their, them, there, when, who, your	-ing words: doing, helping, giving, etc.	short / sound: give, pick, kids, little, lived	How? What? When? Where? Who? Why?	Ask and answer questions
6. <b>Clean Your Space, Monserrat!</b>	A little girl's father teaches her how to clean up her space.	any, ask, away, clean, first, found, her, how, know, live, look, many, own, pick, said, show, small, under, where, would	contractions: can't, didn't, there's	two-part verbs: pick up, throw away, clean off, put away	after, first, later, next, then, finally	Procedure/sequence
7. <b>Grandparents</b>	The influence of grandparents who live with their grandchildren	always, am, are, give, good, how just, live, laugh, much, now, play, say, show, take, their, them, there, together, us, were, who, with, work	inflectional verb endings: -ing, -s, -ed	past tense used to	Who? What? Where? When? Why? How?	Ask and answer questions
8. <b>Ice Pops</b>	Children learn about the states of matter by making popsicles.	after, all, cold, eat, from, one, out, or, see, that, then, these, very, when, which	two-part verbs with pronouns: put them into, eat them up, take them out	using <i>qu</i>	change, end, first, gas, liquid, second, solid	Procedure/sequence
9. <b>Heroes of Our School: Principal Palmer</b>	Another person at school who is considered a hero	about, always, ask, because, better, every, help, live, must, show, small, take, their, them, these, two, was, who, why, work	compound words with <i>some, any, one, thing, every</i>	its/it's	Who? What? Where? When? Why? How?	Ask and answer questions
10. <b>Is It Tatting or Telling?</b>	A teacher gets tired of hearing complaints and tatting.	again, before, do, get, goes, laugh, one, only, out, play, said, tell, what, you	contractions with <i>n t</i>	-all, -ell, -ill	conclude, conclusions, opinion	Making conclusions

Title	Topic	High Frequency Words	Word Work	Transition to English	Academic Vocabulary	Writing
11. My Mom Was Born in Mexico	The differences between living in Mexico and living in the United States.	always, buy, by, eat, full, here, kind, like, little, long, many, say, she, they, when, where, why	Homophones: by, buy, there, their, here, hear, for, four	long e sound: eat, piece, kilo, we, she	alike, compare, contrast, different, same	Compare/contrast
12. Rocks	The three types of rocks and how they form	by, found, into, known, long, over, see, start, use, very	ou diphthong: out, found, now, town	Passive voice: ...is deposited in...are formed by ...etc.	alike, crust, different, erosion, igneous, magma, metamorphic, sediment, sedimentary	Compare/contrast
13. Put-Ups Instead of Put-Downs	The difference between compliments and put-downs; how each makes you feel	always, because, better, down, every, gives, laugh, new, right, say, together, when, your	silent gh: right, laugh, thought, light	s blends: sh, st, sw-	cause, compliment, effect, feelings, laugh at, insult, put-down, put-up, result	Cause/effect
14. Worry Dolls	A girl learns not to worry so much thanks to a legend from Guatemala.	always, before, better, could, get, give, just, over, tell, they, under, well, were	prepositions: to, under, for before, at, over, from	short u sounds: just, was, another, puppy, etc.	connections, reminds me of... same as, similar, Who? What? Where? When? Why? How?	Make connections
15. I'm Learning English	A boy is learning English as his second language.	always, because, first, know, laugh, only, some, think, too, want, were, who, work	r-controlled vowels: born, first, learn, words	ng digraph: English, language, learning	author's purpose, convince entertain, inform, reminds me, same, similar	Make connections
16. The Mayan Pyramids of Tulum	The pyramids built by the Mayan people in Mexico	by, call, done, first, known, live, their, there, think, three, use	long i sound: high, wide, Maya, by, style, find	different pronunciations of ua: guarding, iguana, square	build, column, fresco, pyramids, tower, wall, How? What? When? Where? Who? Why?	Answer questions Writing to Inform
17. Why Do I Look Like My Parents?	Why we look like our biological parents	because, blue, brown, call, could, just, our, own, their, two, why	long vowel & silent e: like, same, gene, make, case	hard and soft g: genes, give, girl, get, gentle	cause, characteristics, effect, genes, look like	Cause/effect
18. Good Friends	How to be a good friend	always, help, her, know, out, their, there, together, us, use, well	ay digraph: say, play, always	sounds of oo: good, book, soon, boot, poor	Based on the evidence... Because... I think... In my opinion...	Express an opinion/ Use evidence from text
19. What Do Plants and Animals Need?	How the needs of plants and animals are similar and different	be, both, call, come, do, eat, from, get, grow, how, known, live, only, some, their, these, they, warm	word parts bio, photo, graph	digraph oi/oy: soil, boil, avoid, toy, boy	abiotic, alike, biotic, different, environment, resemble	Compare/contrast
20. What Do I Do?	Different situations that make us feel uncomfortable	about, do, down, feel, going, how, know, make, or, play, say, them, these, want, what, who	-less suffix: homeless, careless, helpless	Words that express feelings: mad, sad, scared, confused, etc.	Based on the evidence... Because... I think... In my opinion...	Making connections Writing to inform

## Literacy Intervention System (LIS) Levels • Genres • Text Structures

Title	Guided Reading Level	Intervention Level	Genre	Text Structure
Grandma Betty's Bears	J	18	social studies	narrative, sequence
Life Cycles	J	18	science	sequence
It's Tattling, Anita!	J	18	social-emotional	narrative, problem/solution
We Are Alike, We Are Different	J	18	social-emotional	compare/contrast
Heroes of Our School: Miss Romero	J	18	biography	description
Clean Your Space, Monserrat!	K	20	social-emotional	sequence
Grandparents	K	20	social studies	description
Ice Pops	K	20	science	sequence
Heroes of Our School: Principal Palmer	K	20	biography	description
Is It Tattling or Telling?	K	20	social-emotional	narrative, sequence, cause/effect
My Mom Was Born in Mexico	L	24	social studies	compare/contrast
Rocks	L	24	science	description, compare/contrast
Put-Ups Instead of Put-Downs	L	24	social-emotional	cause/effect
Worry Dolls	L	24	social-emotional	narrative, problem/solution
I'm Learning English	L	24	social studies	description
The Mayan Pyramids of Tulum	M	28	social studies	description, compare/contrast
Why Do I Look Like My Parents?	M	28	science	compare/contrast
Good Friends	M	28	social-emotional	cause/effect
What Do Plants and Animals Need?	M	28	science	compare/contrast
What Do I Do?	M	28	social-emotional	problem/solution



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