

LETRS Modules	Decoder Kids Alignment and Examples																																																															
<p>1</p> <p>The Challenge of Learning to Read</p>	<ul style="list-style-type: none"> Reteaching routines for phonics instruction English Language Learner (ELL) strategies in every Lesson Plan targeted at phonics, sound transfer, and vocabulary challenges <div data-bbox="824 373 1479 701" style="border: 1px solid #ccc; padding: 10px; background-color: #e6f2e6;"> <p>English Language Learners</p> <p>Sound Transfer Some English learners, such as speakers of Cantonese, may produce /l/ as /w/. Model the articulation for /l/ and have students echo. Provide hand mirrors for students to use as they practice saying words, such as <i>log</i>, <i>lip</i>, and <i>lots</i>.</p> </div>																																																															
<p>2</p> <p>The Speech Sounds of English</p>	<ul style="list-style-type: none"> <i>Phonemic Awareness Warm-Up</i> in every Lesson Plan covers skills that include blending phonemes; blending onset and rime; isolating initial, medial, or final sounds; segmenting, adding, deleting, or substituting phonemes; segmenting, counting, and blending syllables; and distinguishing vowel sounds Phonemic Awareness games ELL sound transfer support <div data-bbox="824 747 1528 1104" style="border: 1px solid #ccc; padding: 10px; background-color: #fff9c4;"> <p>Phonemic Awareness Warm-Up</p> <p>Add Phonemes SAY: <i>I can add a sound to a word to make a new word. Listen: I will add /s/ to the beginning of top, /s/ /tɒp/. The new word is stop. Now you try it. Add /s/ to the beginning of each word I say. Then say the new word.</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td><i>tar</i></td> <td><i>nap</i></td> <td><i>lip</i></td> <td><i>lime</i></td> </tr> <tr> <td><i>take</i></td> <td><i>poke</i></td> <td><i>pot</i></td> <td><i>nip</i></td> </tr> </table> </div>	<i>tar</i>	<i>nap</i>	<i>lip</i>	<i>lime</i>	<i>take</i>	<i>poke</i>	<i>pot</i>	<i>nip</i>																																																							
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<p>3</p> <p>Teaching Beginning Phonics, Word Recognition, and Spelling</p>	<ul style="list-style-type: none"> Decodable texts that follow a carefully sequenced set of phonics skills Systematic, explicit phonics instruction for every decodable text focused on sound-blending routines Reteaching routines for phonics instruction Phonics games and extension activities Teacher Glossary of phonics terms <div data-bbox="824 1171 1528 1604" style="border: 1px solid #ccc; padding: 10px; background-color: #fff9c4;"> <p style="text-align: center; color: #ffc107;">Grade 1 Scope & Sequence</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Week Book</th> <th>Title</th> <th>Fiction (F)/ Nonfiction (NF)</th> <th>Word Count</th> <th>Decodable Words</th> <th>Decodability Percentage</th> <th>Phonics Skill</th> <th>Word Study/ Secondary Phonics Skill</th> <th>High-Frequency Words</th> </tr> </thead> <tbody> <tr> <td>Week 1 Book 1</td> <td>Sam the Cat</td> <td>F</td> <td>72</td> <td>54</td> <td>75%</td> <td>short a</td> <td>review consonants</td> <td>a, I, is, like, the, you</td> </tr> <tr> <td>Week 1 Book 2</td> <td>Is Max a Pal?</td> <td>F</td> <td>61</td> <td>49</td> <td>80%</td> <td>short a</td> <td>review consonants</td> <td>a, I, is, like, the, you</td> </tr> <tr> <td>Week 2 Book 1</td> <td>I See You!</td> <td>F</td> <td>92</td> <td>68</td> <td>74%</td> <td>short i</td> <td>plural -s (no spelling changes)</td> <td>do, fun, he, my, see, she</td> </tr> <tr> <td>Week 2 Book 2</td> <td>The Big Pit</td> <td>F</td> <td>91</td> <td>68</td> <td>75%</td> <td>short i</td> <td>plural -s (no spelling changes)</td> <td>do, fun, he, my, see, she</td> </tr> <tr> <td>Week 3 Book 1</td> <td>Tag!</td> <td>F</td> <td>56</td> <td>41</td> <td>73%</td> <td>short o</td> <td>inflectional ending -s (verbs)</td> <td>and, look, me, play, says, with</td> </tr> <tr> <td>Week 3 Book 2</td> <td>Hop On!</td> <td>F</td> <td>63</td> <td>48</td> <td>76%</td> <td>short o</td> <td>inflectional ending -s (verbs)</td> <td>and, look, me, play, says, with</td> </tr> </tbody> </table> </div>	Week Book	Title	Fiction (F)/ Nonfiction (NF)	Word Count	Decodable Words	Decodability Percentage	Phonics Skill	Word Study/ Secondary Phonics Skill	High-Frequency Words	Week 1 Book 1	Sam the Cat	F	72	54	75%	short a	review consonants	a, I, is, like, the, you	Week 1 Book 2	Is Max a Pal?	F	61	49	80%	short a	review consonants	a, I, is, like, the, you	Week 2 Book 1	I See You!	F	92	68	74%	short i	plural -s (no spelling changes)	do, fun, he, my, see, she	Week 2 Book 2	The Big Pit	F	91	68	75%	short i	plural -s (no spelling changes)	do, fun, he, my, see, she	Week 3 Book 1	Tag!	F	56	41	73%	short o	inflectional ending -s (verbs)	and, look, me, play, says, with	Week 3 Book 2	Hop On!	F	63	48	76%	short o	inflectional ending -s (verbs)	and, look, me, play, says, with
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<p>4</p> <p>Advanced Decoding, Spelling, and Word Recognition</p>	<ul style="list-style-type: none"> Comprehension and Fluency support in every Lesson Plan Basic syllabication patterns and reading longer words introduced mid-Grade 1 <i>Divide Syllables Routine</i> and <i>Reteaching Dividing Syllables Routine</i> along with an explanation of the six syllable types Fluency routines and support in the Teacher Guide <div data-bbox="824 1638 1549 2032" style="border: 1px solid #ccc; padding: 10px; background-color: #fff9c4;"> <p>Divide Syllables Routine</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1 Write a two-syllable VCCV word on the board, such as <i>pencil</i>. Ask students to identify the vowels, and label each with V.</p> <p style="margin-left: 20px;">Write <i>pencil</i>, but do not say the word aloud. SAY: <i>We are going to divide this word into syllables. Each syllable has one vowel sound. So first, let's find the vowels. Which letters in this word are vowels? (e, i) Write V underneath each vowel.</i></p> </div> <div style="width: 45%;"> <p>4 Guide students to blend each syllable and then blend the syllables to read the whole word.</p> <p style="margin-left: 20px;">Frame the first syllable with your hands. SAY: <i>I see one vowel closed by a consonant. So I will blend this syllable with a short vowel sound. Let's blend the sounds to say the first syllable. Repeat after me: /p/ /è/ /n/, pen. What is the first syllable? (pen)</i></p> <p style="margin-left: 20px;">Frame the second syllable with your hands. SAY: <i>Now you blend the sounds to say the second syllable. (/s/ /ə/ /l/, cil) What is the last syllable? (cil)</i></p> <p style="margin-left: 20px;">SAY: <i>Let's blend the syllables to say the word: pen-cil, pencil. What word is this?</i></p> </div> </div> <div style="margin-top: 10px;"> <p>2 Have students identify the consonant(s) between the vowels, and label each with C.</p> <p style="margin-left: 20px;">ASK: <i>Which consonants do you see between the vowels? (n, c) Write C underneath each consonant.</i></p> </div> </div>																																																															

LETRS Modules Decoder Kids Alignment and Examples

5
**The Mighty Word:
 Oral Language
 and Vocabulary**

- High-Frequency Word routine for three to six words in every lesson
- High-Frequency Word games and extension activities
- Reproducible High-Frequency Word Cards provided for use with routines and games
- English Language Learner vocabulary support provided in Teacher Guide

High-Frequency Word Routine

- 1 Write a sample context sentence using the word. Underline the word. Read aloud the sentence emphasizing the word.
SAY: Listen as I read this sentence: I like to play games.
- 2 Point to the word and say it.
SAY: The word is play. Say the word with me: play.
- 3 Say the word again. Point to each letter as you spell the word.
SAY: The word play is spelled p-l-a-y.
- 5 Blend the word and have you echo you.
SAY: Let's blend the word: /p/ /l/ /ā/ /plā/, p.
- 6 Have students spell the word to the letters.
SAY: Say each letter as I point to it. (p-l-a-y) What word did you spell?
- 7 Prompt students to write and check their spelling.
SAY: Write the word p correctly? Check your work.

6
**Digging for
 Meaning:
 Understanding
 Reading
 Comprehension**

- Higher-order thinking Think About It questions at the end of every decodable text that increase understanding

Think About It

1. Who is Mab?
2. What happens when Mab keeps batting at the tab on Sam's shirt?
3. How does Nan solve the problem?

Think About It

1. Why is *Waiting for Rain* a good title for this book?
2. How are the plants on pages 8 and 10 alike? How are they different?
3. How does the text help you understand the meaning of the word *prey* on page 7?

7
**Text-Driven
 Comprehension
 Instruction**

- Higher-order thinking Think About It questions at the end of every decodable text that increase understanding
- Multiple reads of each text incorporated into instruction and pacing
- Teacher Guide support for incorporating book handling skills and concepts of print into daily reading sessions

Comprehension and Fluency

Read for Understanding Display *Zig, Zag, Zip!* Read aloud the title and discuss the cover illustration. Use hand gestures to show how the words *zig*, *zag*, and *zip* tell about movements. Ask students to follow along as you read aloud the story. Then discuss the **Think About It** questions.

Reread with Intonation Choral read the book with students, guiding them to lift their voice at the end of the question on page 4 and to change their volume for phrases and sentences that end with an exclamation mark. Proficient readers may read with partners or whisper-read on their own. (p. 80)

8
**The Reading-
 Writing
 Connection**

- Blackline masters that support early writing skills with responses to the text
- Letter recognition routine in which students trace and write the uppercase and lowercase of each letter

Mac and Cam

The letter **c** can stand for the sound you hear in **cap**.
 The letter **p** stands for the sound you hear in **pan**.

Word Detective

1. Reread the story. Find three words that start or end with **c**.

Build New Words

2. Trace and write **pat**. Change **t** to **n** to make a new word.

Word Study

3. Write **tap** or **taps** to complete each sentence.

Mac and Cam _____ the pan.

Cam _____ the pan.