

# LCAT - Meeting 1

Monday, August 21, 2023

*Be limitless*   
We never stop learning and growing.

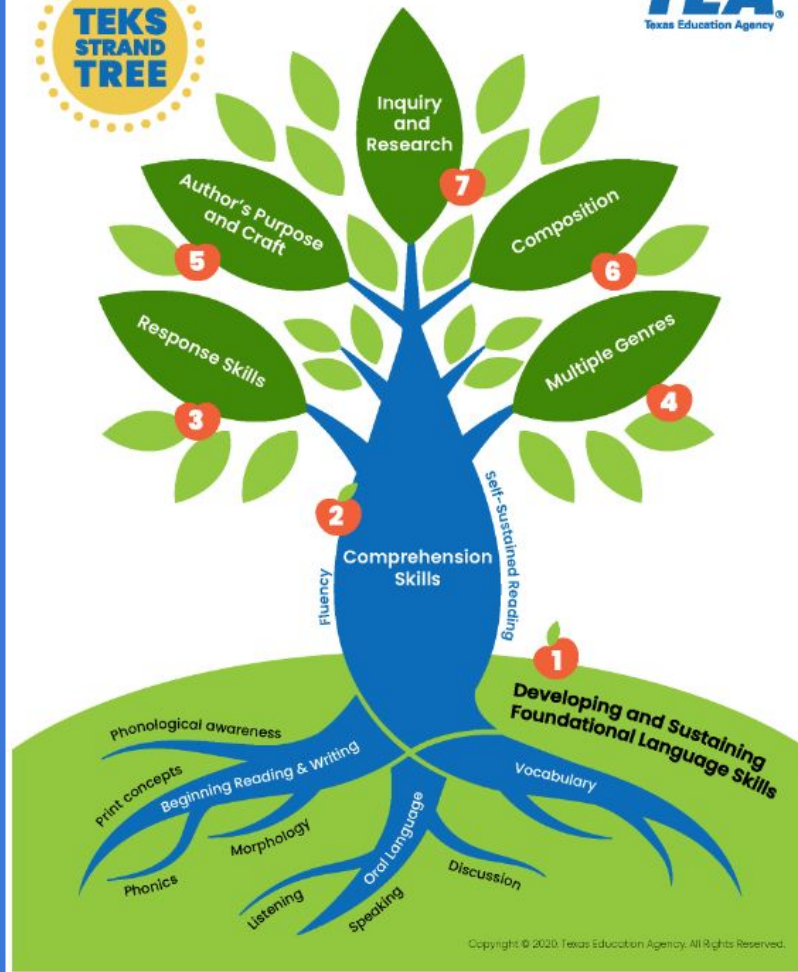
# Goals:

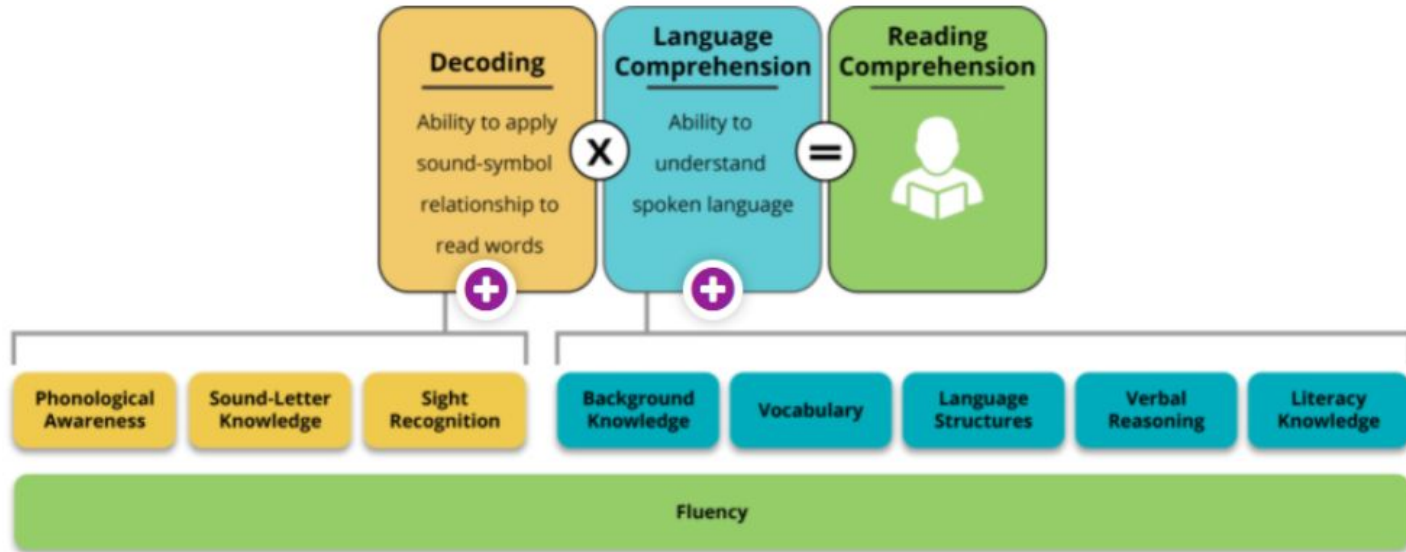
**\* Affirm   \* Remind   \* Expand**

# Agenda

- Science of Teaching Reading Research
- Components of Humanities
  - Schedule
  - Updated Resources
  - Explicit and Systematic Teaching Example

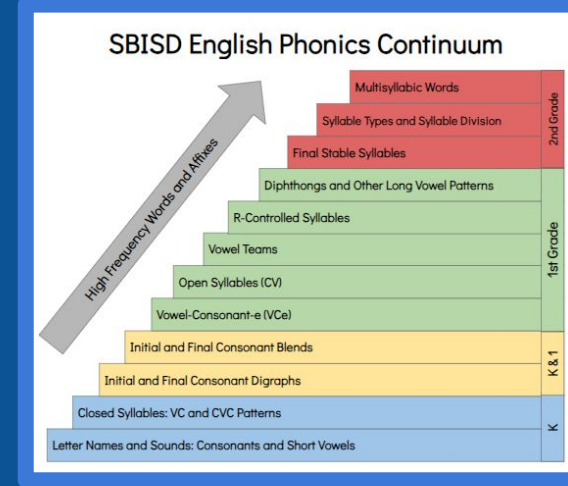
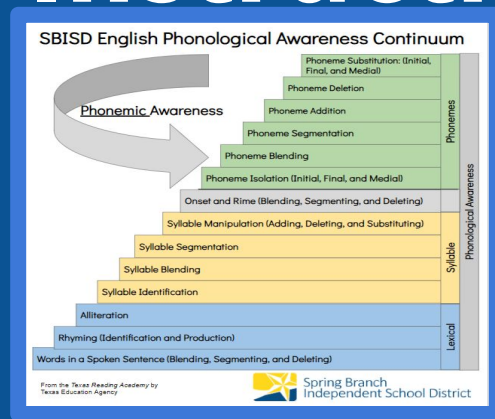
# Science of Teaching Reading Research





# English Explicit and Systematic Instruction

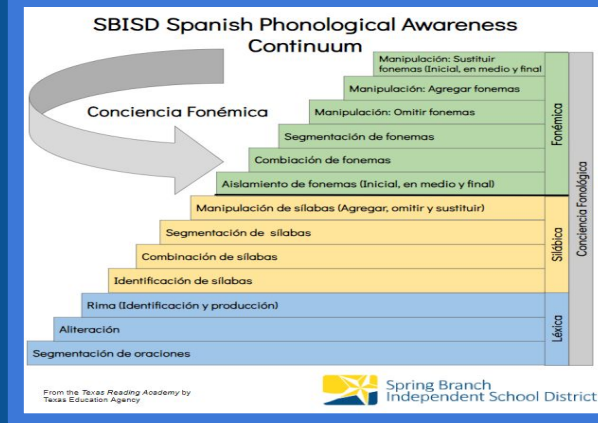
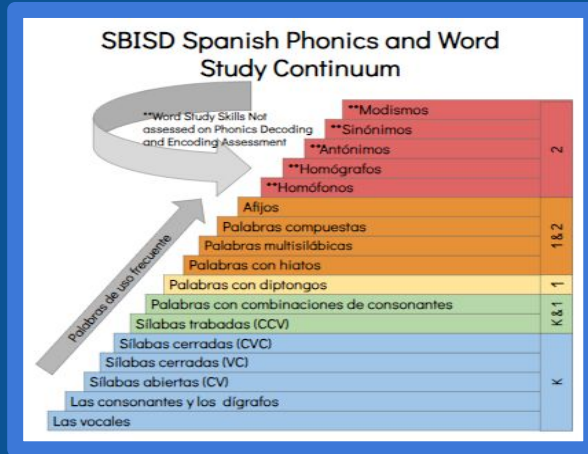
# Explicit & Systematic Instruction





# Spanish Explicit and Systematic Instruction

# Explicit & Systematic Instruction



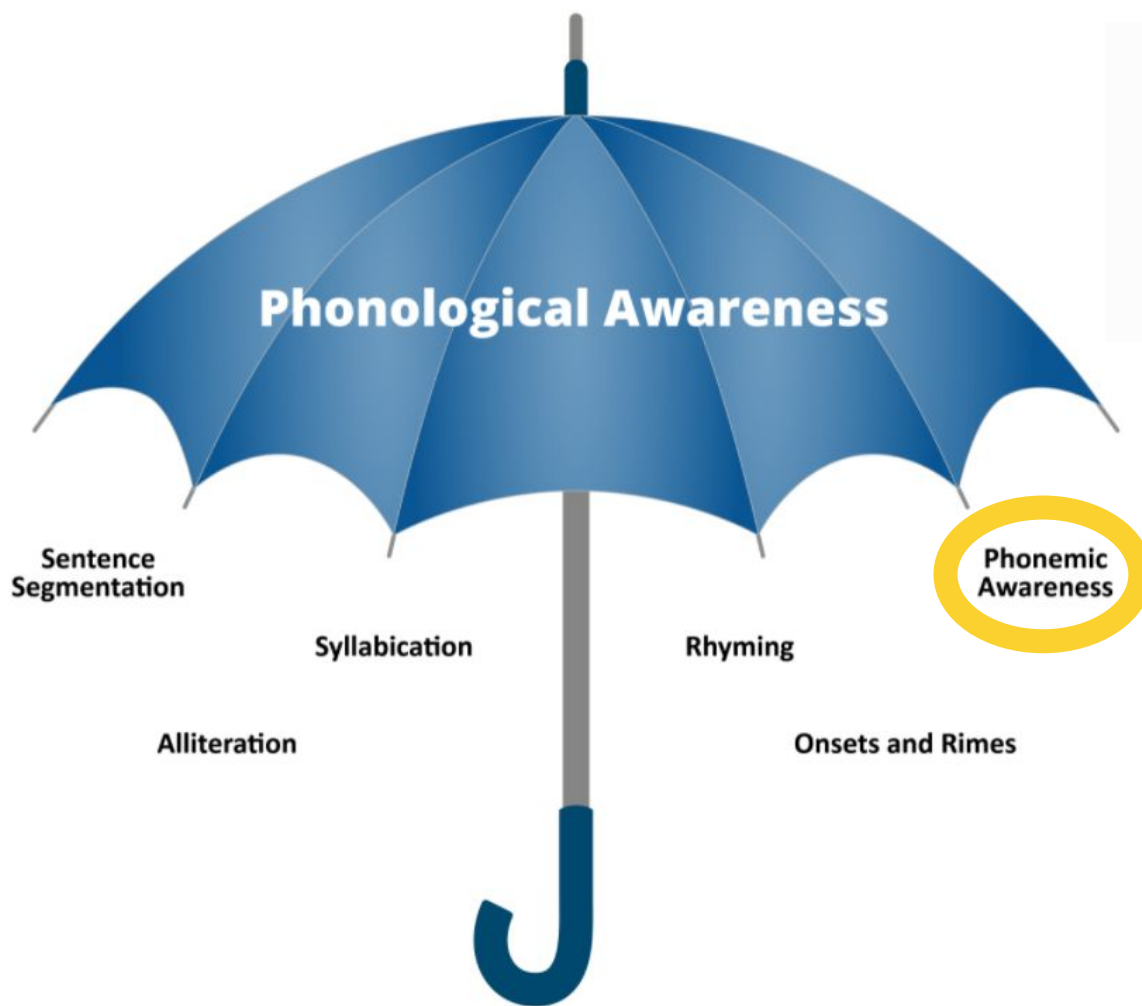
# Schedule

## First Grade

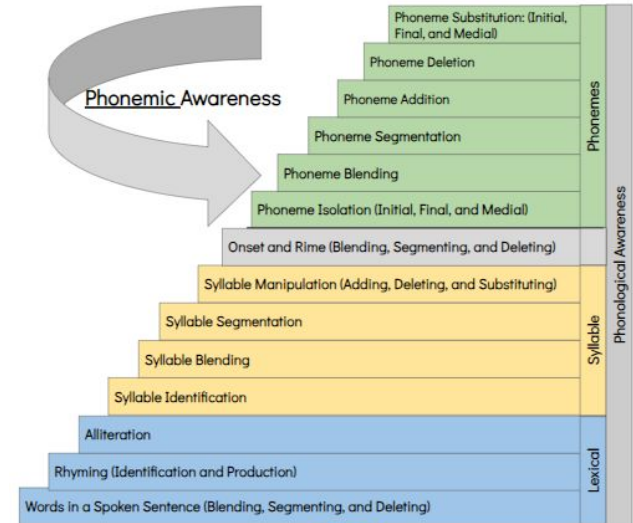
First Grade

Grade Level	Subject and Time Allotment Social Studies TEKS also taught through ELAR/SLAR time	Total Minutes
First Grade	<p><b>Phonics Block</b></p> <ul style="list-style-type: none"><li>• Phonological and Phonemic Awareness - 5 minutes</li><li>• Phonics Spiral Review - 5 minutes</li><li>• Phonics/Spelling - 20 minutes</li><li>• Handwriting - 5 minutes</li></ul> <p><b>Comprehensive Reading Block</b></p> <ul style="list-style-type: none"><li>• Shared Reading - 15 minutes</li><li>• Read Aloud - 15 minutes</li><li>• Mini Lesson - 10 minutes</li><li>• Independent/Partner/Small Groups/Conferences - 20 minutes</li></ul> <p><b>Comprehensive Writing Block</b></p> <ul style="list-style-type: none"><li>• Shared Writing and/or Interactive Writing - 10 minutes</li><li>• Grammar - 5 minutes</li><li>• Mini Lesson - 10 minutes</li><li>• Independent/Partner/Small Groups/Conferences - 15 minutes</li></ul>	135

# Phonological Awareness and Phonemic Awareness



SBISD English Phonological Awareness Continuum



# Phonics

## Grade 1 - Letters, Sounds, Blending VC and CVC Review

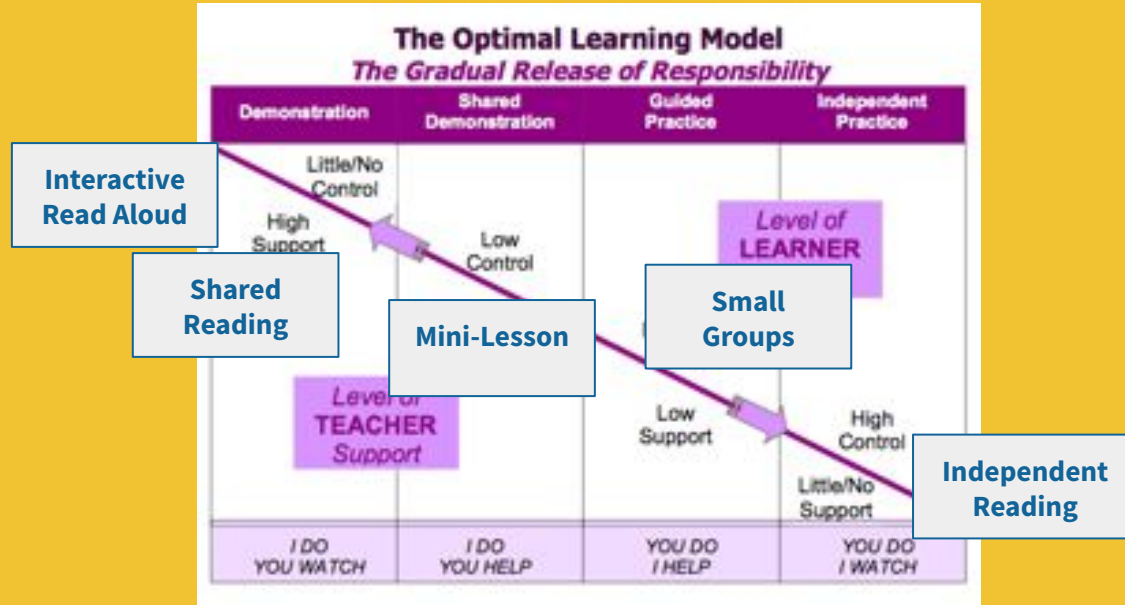
Lesson 4: Letters X, B, Z, J, O, C			
<b>Resources:</b> <ul style="list-style-type: none"> <li>Letters/Sounds VC/CVC: <a href="#">Lesson 4 Slide Deck</a></li> <li><a href="#">Letter Introduction Document</a></li> <li><a href="#">ZB Verbal Pathways for Handwriting</a></li> <li><a href="#">Alphabet Chart</a></li> <li><a href="#">Vowel Valley</a></li> <li><a href="#">Short Vowel 'O' picture card</a></li> </ul>		<b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>The 'Explicit Teach' of this lesson may take longer than 5 minutes.</li> <li>Students will be reviewing the letters x, b, z, j, o, and c. During this lesson, students will be retaught the mouth positions these letters make, the sounds these letters produce, the writing formation of these letters, and will decode and encode VC and CVC words that include these letters and the previously taught letters.</li> <li>The teacher can refer to the Vowel Valley to show the students how to form the letter with the mouth. The teacher can add the example words, that include the short vowel sounds, underneath the picture of each short vowel. The vowels within each word should be written in red to help students identify each vowel and its respected sound.</li> </ul>	
<b>TEKS</b>	K.Bi, K.Bii, K.Biii, 1.Bi	<b>STR Competencies</b>	001, 005, 006
<b>Phonological &amp; Phonemic Awareness</b> (5 minutes)	<b>New Skill:</b> Identifying and Producing Rhymes (TEKS: 1.2A) <b>Link to PA Lesson:</b> <a href="#">Week 2 Identifying and Producing Rhymes (Day 1)</a>		
<b>Explicit Teaching:</b> (5 minutes)	<b>Objective:</b> "Today I want to remind you of some letter names and the sounds that those letters make, that you learned in Kindergarten."  <b>Model:</b> "Readers, today we are going to review the letters x, b, z, j, o, c." [Teacher will refer to the slide deck.]  <b>Letter Xc:</b> (slide 2) "The first letter we can name is the letter 'x'. The letter x is a consonant. Two phonemes or sounds are made when you say /x/-/k/ and /s/. The sounds are blocked by the back of the tongue and then the teeth. Your turn." [The teacher can repeat how to say the letter 'x' as the students practice producing the sound.]  "The letter 'x' can be found in the final position of words like fox, box, wax, and fix."  (Slide 3): Now we are going to write the uppercase <a href="#">letter 'X'</a> . Watch me. When we write the uppercase letter 'X', we start at the headline slant down. Lift. Slant down. Repeat. Now it's your turn." [Teacher can repeat these pathways as students are writing the letter.]  "Now we are going to write the <a href="#">lowercase 'x'</a> . Watch me. Start at the midline. Slant down. Lift. Slant down. Repeat. Now it's your turn." [Teacher		

## Every lesson includes:

- Resources/ Teacher Notes
- Phonological Awareness/Phonemic Awareness
- Alignment to TEKS/STR Competencies
- Explicit Teach
  - Objective
  - Model
- Guided Practice
  - Decoding
  - Encoding
- Transfer

# Comprehensive Reading Block and Comprehensive Writing Block

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# Vocabulary

## Explicit Vocabulary Building Routine

### Step 1: Introduce the word

- Say the word out loud. Repeat the word. You may use the "say it to, say it like" strategy.
- Students repeat the word following the say it to, say it like prompts.
- Say the syllables of the word slowly, or draw attention to unique sounds or known syllable types. Show the written word. Draw attention to recently taught decoding or spelling concepts.

### Step 2: Present a Student-Friendly Explanation

- Draw on the context of the vocabulary instruction to provide a quick, student-friendly definition.

### Step 3: Illustrate the Word with Examples

- Use the word in quick example sentences or situations.

### Step 4: Check Students' Understanding: Use [Etymonline](#) \* for morphology, or etymology of the word

- Have students discuss what they know about the word and connect this to prior knowledge, noticing similarities or differences with home languages.
- Ask deep processing questions.
- Have students discern between examples and non-examples.
- Invite students to explain the word to their partners, using the word in sentences or situations.

\*Use as appropriate for your students

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# Year at a Glance English and Spanish

# Year at a Glance English

Weeks	Inst. Days <small>*early dismissal</small>	Dates	Phonological and Phonemic Awareness	Phonics	Reading	Writing	Grammar	Handwriting
Week 1	3	August 16-18	Produce Rhymes	Letter Sounds: Blending VC and CVC Review	Literacy Routines & Procedures	Literacy Routines & Procedures	Literacy Routines & Procedures	Unit 1: Getting Started Explore Your Book Evaluate: Pretest p. 1-3
Week 2	5	August 21-25	Alliteration	Letter Sounds: Blending VC and CVC Review	Literacy Routines & Procedures	Literacy Routines & Procedures	<a href="#">Patterns of Power Routines &amp; Procedures</a>	Unit 1: Getting Started Practice: Writing Positions Write: Basic Strokes p. 4-13
Week 3	5	August 28-Sept. 1	Syllable Blending	Short Vowels	Fiction: Developing a Reading Routine	Small Moments	1.11DIII//Singular & Plural Nouns Lesson 5.1/ pgs. 96-99 in <i>Patterns of Power</i>	Unit 1: Getting Started Evaluate: Keys to Legibility p. 14-21
Week 4	4	September 5-8 (Monday- Labor Day)	Syllable Segmenting	Digraphs	Fiction: Developing a Reading Routine	Small Moments	1.11DIII//Singular & Plural Nouns Lesson 5.1/ pgs. 96-99 in <i>Patterns of Power</i>	Unit 2: Writing Numerals Write: 1-5 & Write: 6-10 p. 22-25
Week 5	5	September 11-15	Syllable Manipulation	Digraphs	Fiction: Developing a Reading Routine	Small Moments	1.11DIII//Singular & Plural Nouns Lesson 5.4/ pgs. 109-112 in <i>Patterns of Power</i>	Unit 2: Writing Numerals Write: 11-15 & Write: 16-20 p. 26-29
Week 6	5*	September 18-22	Onset and Rime: Blending, Segmenting, and Deleting	Blends	Fiction: Developing a Reading Routine	Small Moments	1.11DIII//Singular & Plural Nouns Lesson 5.4/ pgs. 109-112 in <i>Patterns of Power</i>	Unit 2: Writing Numerals Review: 1-10 & Review: 11-20 p. 30-33
Week 7	5	September 25-29	Onset and Rime: Blending, Segmenting, and Deleting	Blends	Fiction: Developing a Reading Routine	Small Moments	1.11DIII//Present Tense Verbs Lesson 6.1/ pgs. 125-128 in <i>Patterns of Power</i>	Unit 2: Writing Numerals Apply: Number Sentences p. 34-35
Week 8	4	October 2-5 (Friday- Staff Development)	Review	Blends	Fiction: Developing a Reading Routines	Small Moments	1.11DIII//Present Tense Verbs Lesson 6.1/ pgs. 125-128 in <i>Patterns of Power</i>	Unit 3: Writing Letters & Words Write: L, I, Write: I, I p. 36-39
Week 9	4**	October 10-13 (Monday-Holiday)	Phoneme Isolation of Initial Sound	Trigraphs	Fiction: Developing a Reading Routine	Procedural: How-To Books	1.11DII//Simple Sentences with Subject-Verb Agreement Lesson 7.1/ pgs. 150-153 in <i>Patterns of Power</i>	Unit 3: Writing Letters & Words Write: t, T, Write: ? and ! p. 40-43
Week 10	5	October 16-20	Phoneme Isolation of Final and Medial Sound	VCe	Fiction: Developing a Reading Routine	Procedural: How-To Books	1.11DII//Simple Sentences with Subject-Verb Agreement Lesson 7.1/ pgs. 150-153 in <i>Patterns of Power</i>	Unit 3: Writing Letters & Words Review: L, I, T, Th, I Apply: Sentences p. 44-45
Week 11	5	October 23-27	Phoneme Blending: All Phonemes	VCe	Fiction: Developing a Reading Routine	Procedural: How-To Books	1.11DII//Simple Sentences with Subject-Verb Agreement Lesson 7.2/ pgs. 154-157 in <i>Patterns of Power</i>	Unit 3: Writing Letters & Words Write: o, O, Write: a, A, Write: d, D p. 46-51
Week 12	5	October 30, November 3	Phoneme Blending: All Phonemes	VCe	Fiction: Developing a	Procedural: How-To Books	1.11DII//Simple Sentences with Subject-Verb Agreement	Unit 3: Writing Letters & Words Review: Oo, Aa, Dd Apply: Memory Words

# Year at a Glance Spanish

Weeks	Inst. Days (only weekends)	Dates	PA	Phonics	Reading	Writing	Grammar	Handwriting
Week 1	3	August 16-18	Literacy Routines and Procedures	Literacy Routines and Procedures	Literacy Routines and Procedures	Literacy Routines and Procedures	Literacy Routines and Procedures	Unit 1: Getting Started: Explora tu libro/Evalúa: Preevaluación p. 1-3
Week 2	5	August 21-25	Producción de rimas/Identificación del sonido inicial	Literacy Routines and Procedures	Literacy Routines and Procedures	Literacy Routines and Procedures	Patterns of Power Routines	Unit 1: Getting Started: Practica Posiciones para escribir Escribe: Trazos básicos p. 4-13
Week 3	5	August 28-Sept. 1	Producción de rimas/Identificación del sonido inicial	Palabras y oraciones con <b>a</b>	Fiction: Developing a Reading Routine	Personal Narrative	POP Lesson 5.4: Singular and Plural TEKS 1.11(D)ii/ POP Lesson 2.1: Los nombres propios TEKS Student Facing Checklist ENG/Student Facing Checklist SPN	Unit 1: Getting Started: Evalúa: Llaves de legibilidad p. 14-21
Week 4	4	September 5-8 (Labor Day)	Alteración/Id del sonido final	Palabras y oraciones con <b>a, e</b>	Fiction: Developing a Reading Routine	Personal Narrative	SBSD Lesson - Capitalization for the Beginning of Sentences and Pronoun I (CLC) Bend 2 Rubric Student Facing Checklist ENG/Student Facing Checklist SPN	Unit 2: Writing Numerals Escribe: 1-5 & Escribe: 6-10 p. 22-25
Week 5	5	September 11-15	Combinación de sílabas trabadas/Id	Palabras y oraciones con <b>a, e, i</b>	Fiction: Developing a Reading Routine	Personal Narrative	POP Lesson 6.2: End Punctuation TEKS/Bend 3 Rubric (CLC)	Unit 2: Writing Numerals Escribe: 11-15 & Escribe: 16-20 p. 26-29
Week 6	5*	September 18-22	Combinación de sílabas complejas/Combinación de fonemas	Palabras y oraciones con <b>a, e, i, o</b>	Fiction: Developing a Reading Routine	Personal Narrative	SBSD Lesson - Capitalization for the Beginning of Sentences and Pronoun I TEKS 1.11(D)iii (CLC)/Bend 3 Rubric	Unit 2: Writing Numerals Repasa: 1-10 & Repasa: 11-20 p. 30-33
Week 7	5	September 25-29	Segmentación de sílabas y de fonemas	Palabras y oraciones con <b>a, e, i, o, u</b>	Fiction: Developing a Reading Routine	Personal Narrative	POP Lesson 6.2: End Punctuation TEKS 1.11(D)iv (CLC)/Bend 3 Rubric	Unit 2: Writing Numerals Aplica: Enunciados numéricos p. 34-35
Week 8	4	October 2-5 (Friday- Staff Development)	Segmentación de sílabas y de fonemas	Sílabas cerradas	Fiction: Developing a Reading Routine	Personal Narrative	POP Lesson 6.2: End Punctuation TEKS 1.11(D)iv (CLC)/Bend 3 Rubric	Unit 3: Writing Letters & Words Escribe: L, L & Escribe: U, U p. 36-39
Week 9	4**	October 10-13 (Friday- Holiday)	Agregar sílabas/Agregar fonemas	Monitorear el progreso y repaso de conocimiento fonético	Fiction	Procedural	Patterns of Power en español 4.1: Los verbos demuestran acción 1.11(D)	Unit 3: Writing Letters & Words Escribe: I, I & Escribe: t, T p. 40-43
Week 10	5	October 16-20	Omitir sílabas/omitir fonemas	Sílabas trabadas: <b>fl, bl</b>	Fiction	Procedural	Patterns of Power en español 4.1: Los verbos demuestran acción and Cross Linguistic Connections 1.11(D)	Unit 3: Writing Letters & Words Escribe: y y Repasa: U, U & Escribe: Th, Th Aplica: Opciones p. 44-49

# Canvas and Curriculum