






# FIDELITY COMPANION

## Streamlined Routines. Accelerated Learning.

- **Revised instructional routines** with guidance to support appropriately and gradually reduce scaffolds, giving students greater opportunities to build independence and mastery of skills
- **Streamlined routines** with scaffolds gradually removed to allow efficient instruction
- **Clear steps** for teachers and students, and teacher tips for the lesson routine at each grade level
- **Error correction** procedures
- **Intervention suggestions** to increase support
- **Increased rigor** for Tier 1 instruction
- **Fast-paced lessons**

**Cumulative Review: Three-Part Drill**

Step	Part	Teacher Role	Student Role
1	Visual 	Display cards one at a time in random order.	Say the sounds. • If a letter(s) represents more than one sound (or unit of sounds), state the first sound learned, then the next sound.
2	Auditory/Kinesthetic 	Use the highlighted phoneme/grapheme chart to dictate the known sounds in random order. <b>(T) Eyes on me. Spell /r/. Repeat.</b> Prompt students to show their whiteboards. Check spellings and letter formation.	Repeat sounds). Write the letter(s) and underline it from left to right where the letter(s) sits on the line. <b>(S) /r/ "r" spells /r/. Write the letter(s) and underline it from left to right where the letter(s) sits on the line.</b> Hold up the whiteboard to show the teacher.
3	Blending 	Separate the cards into three piles—CVC/CVC. <b>(T) Point to each letter and sweep.</b> Initial Cards: l, h, c, j, k, t, s, w, y, v, z, qu, ch, sh, th Final Cards: m, p, d, t, p, b, n, x, sh	<b>(S) Say the sound for each letter and blend into a syllable.</b> <b>(S) Give a thumbs up for real words.</b>

**TEACHER TIPS**

- **Kindergarten:** The students can state the letter name and sound.
- Visual**
- Reinforce students if there is more than one way to spell a sound by saying, "You know \_\_\_\_ ways to spell this. Spell /r/. Repeat."
- For example:
  - (S) /r/ "r" spells /r/, and "x" spells /r/. When writing each letter, underline it from left to right.
- Teachers can allow students to number their whiteboards from one to five.
- Make sure students look at you when you give the sound.
- Students should underline the letter.





**Phonemic Awareness: Blending and Segmenting**

Mixes & Corrective Feedback	Blending	Segmenting
<b>Sample of Common Mixes and Corrective Feedback</b> <b>P</b> Pause and Praise (what was correct) <b>I</b> Identify the error (what was incorrect) <b>M</b> Model the correction (Teacher) <b>S</b> Students practice the correction	<b>Error: missing phoneme in blended syllable</b> <b>(T) Blend these sounds: /j/ /u/ /m/ /p/.</b> <b>(S) /j/ /u/ /m/ /p/.</b> <b>(S) Jump.</b> <b>(T) Let's practice. Good job stating the onset vowel sound. Let's listen to the onset sounds. Do /j/ /u/ /m/ /p/, we hear an ending blend. mp. Listen, hear on ending blend. mp. Listen, jump. My lips are pressed together for the vowel sound /u/ and my lips pop open as the air flow stops for the unvoiced sound /p/ at the end. Jump unvoiced sound /p/ at the end. Jump. How you try. Listen /j/ /u/ /m/ /p/.</b> <b>(S) Jump.</b> <b>(T) Yes, you've got it! Let's try another one.</b>	<b>Error: kept the ending blend together</b> <b>(T) Segment the sounds in this syllable—jump.</b> <b>(S) /j/ /u/ /m/ /p/.</b> <b>(T) Let's pause. You correctly segmented /j/ and /u/, but let's listen to the final two sounds. They are on the ending consonant blend, and we each hear each sound. When I segment the sounds in jump, I will put each sound apart: /j/ /u/ /m/ /p/. Now you try. Segment jump.</b> <b>(S) /j/ /u/ /m/ /p/.</b> <b>(T) That's right! We hear four sounds in the word jump. Let's try another one.</b>

**Differentiation**


- If students I segment:
- Utilize
- For mod Building:
- Studer
- For E: Engle
- Smol
- Ut
- En
- .

**Letter Formation**

Step	Part	Teacher Role	Student Role
1	Visual 	Model tracing the solid letter with a pencil one time using small houses and sound about. <b>(T) "m" spells /m/ while tracing the solid letter.</b> Note: The Kindergarten Teacher Guide provides explicit language for letter formation and response for both lowercase and uppercase letter formation "m" and "M".	Trace the solid letter with a pencil one time while saying the letter name and sound about. <b>(S) "m" spells /m/ while tracing the solid letter.</b>
2	Visual 	With students, trace the solid letter with a finger one time while saying the letter name and sound about. <b>(T) "M" spells /m/ while tracing the letter with one finger.</b>	Trace with a finger one time while saying the letter name and sound about. <b>(S) "M" spells /m/ while tracing the letter with one finger.</b>
3	Visual 	Trace the solid letter with a pencil one time while saying the letter name and sound about.	Trace the solid letter with a pencil one time while saying the letter name and sound about. <b>(S) "m" spells /m/ while tracing the letter.</b>
4	Visual 	Write the letter(s) independently and circle the blend after letter formation provided by moving to smaller house paper.	Write the letter(s) independently and circle the blend after letter formation provided by moving to smaller house paper.

**House Assessment**

Write lowercase letters inside the house. Write uppercase letters outside the house.



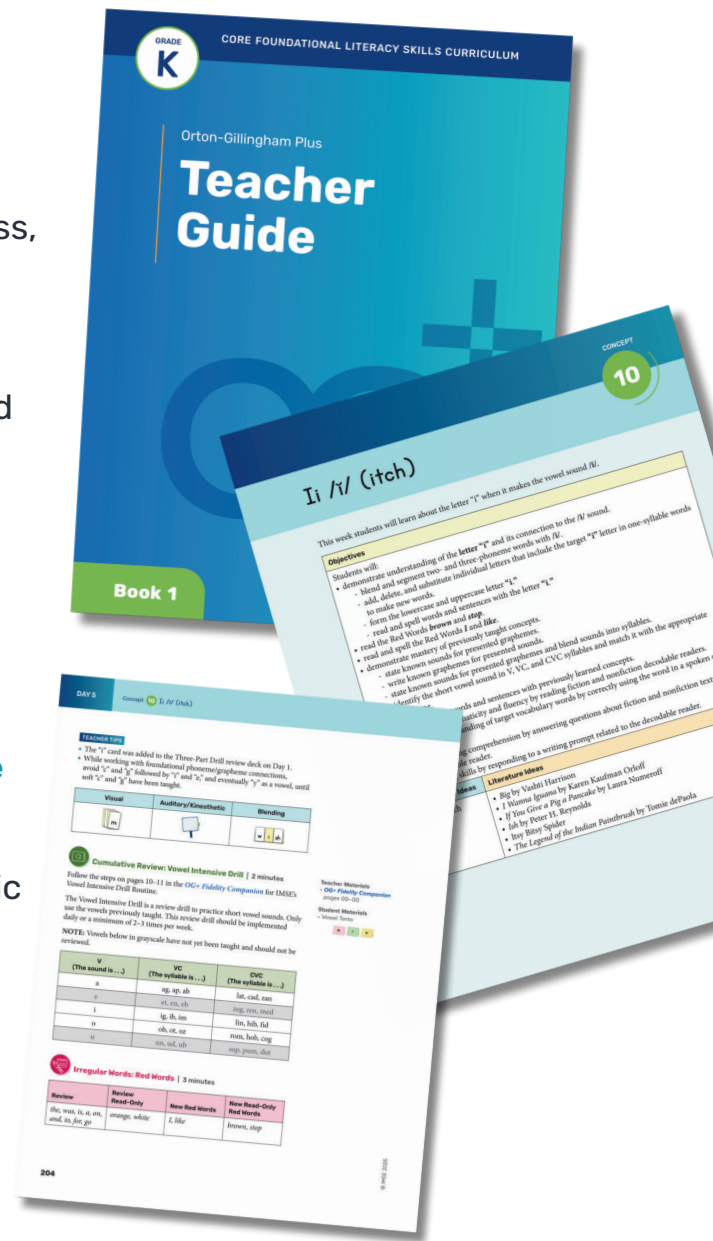
# OG+

# TEACHER GUIDES

Made for teachers by teachers, it enhances IMSE's renowned OG+ approach with greater specificity and thoughtful design – based on requests from **real educators, in real classrooms, with real students.**

- **Structured daily lessons** with clear objectives, covering foundational reading skills (fluency, vocabulary, comprehension), phonemic awareness, phonics, and irregular words.
- **Explicit instructional routines with detailed guidance**, including support, error correction, and fidelity checks.
- Regular **progress monitoring** through "Pause to Assess" opportunities and weekly assessments.
- Daily **decodable reader integration** for reading practice.
- Flexible implementation as **supplemental or core** phonics instruction.
- Support for **English Learners** with cross-linguistic connections.

**Available: June 2025**





# Mm /m/ (marshmallow)

This week students will learn about the letter “m,” which makes the consonant sound /m/.

## Objectives for Every Concept

### Objectives

Students will:

- demonstrate understanding of the letter “m” and its connection to the /m/ sound.
  - blend and segment three-phoneme words with /m/.
  - form the lowercase and uppercase letter “m.”
- read and spell the Red Word *the*.
- demonstrate print awareness.
  - point to a book’s front cover, back cover, and pages.
  - run a finger along words from left to right and top to bottom.
  - turn the pages of a book one at a time in the correct order.
  - point to letters, words, and spaces between words in print.

## Object ideas provide real-world connections, boosting understanding.

### Keyword/Object Ideas

macaroni, magazine, marble, marshmallow, mask, milkshake, mitten, money, moon, mouse, muffin, music

### Literature Ideas

- *Hugh Manatee for President* by Carla Siravo
- *If You Give a Moose a Muffin* by Laura Numeroff
- *If You Give a Mouse a Cookie* by Laura Numeroff
- *In My Mosque* by M.O. Yuksel
- *M Is for Melanin: A Celebration of the Black Child* by Tiffany Rose
- *Madeline* by Ludwig Bemelmans
- *The Math Curse* by Jon Scieszka and Lane Smith
- *Matilda* by Roald Dahl
- *Mixed Me* by Taye Diggs
- *“More More More,” Said the Baby* by Vera Williams
- *Mouse Count* by Ellen Walsh
- *Muggie Maggie* by Beverly Cleary

## Literature Ideas with a variety of authors and experiences.



DAY 1

**Phonemic Awareness: Blending and Segmenting** | 3 minutes

Follow the steps outlined below for IMSE’s Blending/Segmenting Routines. This lesson uses an “I do, we do, you do” model to help students learn blending and segmenting skills.

Blending	Segmenting
/m/ /ă/ /t/ (mat)	map (/m/ /ă/ /p/)
/m/ /ö/ /p/ (mop)	mom* (/m/ /ö/ /m/)
/m/ /ă/ /d/ (mad)	mob (/m/ /ö/ /b/)

\*Note: In this word, the first and last tile should be the same color because they represent the same sound.

**TEACHER TIP** Tell students to use their off-hand when pounding their fist and their dominant hand when pushing up tiles and running their fingers under the tiles from left to right.

**Blending**

**(T)** Let’s practice taking sounds that are by themselves and saying them together to make a word. Watch me push up one tile at a time as I say each sound. Then I’ll slide my finger from left to right to say the sounds together to make a word.

**(T)** My turn. Push up one tile at a time while saying each sound: /m/ /ă/ /t/. Now watch me put the word back together. Slide fingers under the tiles from left to right while stating the word. **Mat.**

**(T)** Do it with me. Push up the tiles with me as we say the sounds.

**(T & S)** Push up one tile at a time while saying each sound: /m/ /ă/ /t/.

**(T)** Now say the word with me as we slide our fingers under the tiles from left to right.

**(T & S)** Slide fingers under the tiles from left to right while stating the word. **Mat.**

**(T)** Your turn. Push up the tiles and state the sounds.

**(S)** Push up one tile at a time while saying each sound: /m/ /ă/ /t/.

**(T)** Slide your fingers under the tiles from left to right while you tell me the word.

**(S)** Slide fingers under the tiles from left to right while stating the word. **Mat.**

**(T)** Yes, *mat*, as in, “The cat sat on the *mat*.” Let’s try another one. My turn. Push up one tile at a time while saying each sound: /m/ /ö/ /p/. Slide fingers under the tiles from left to right while stating the word. **Mop.**

**Teacher Materials**  
• **OG+ Fidelity Companion**  
pages 00–00

**Student Materials**  
• Tiles or other  
manipulatives

Color-coded  
Components  
with Icons

Materials Lists

Updated  
Teacher Tips  
and Additional  
Support

Explicit Scripts  
for Teaching



**(T) Your turn. The word is *mob*, as in, “The excited *mob* lined up for the concert.” Mob. Repeat.**

**(S)** Pound fist while stating the word. **Mob.**

**(T) Show the sounds.**

**(S)** Push up one tile at a time while saying each sound: /m/ /ō/ /b/.

**(T) What’s the word?**

**(S)** Slide fingers under the tiles from left to right while stating the word. **Mob.**

**(T) Great work segmenting sounds.**

**ADDITIONAL SUPPORT** For students who exhibit difficulty with phoneme blending and segmenting, practice in a small-group setting throughout the week as needed. This can include reviewing previous blending and segmenting lists, using the word lists in reverse order, and repeating activities to provide additional practice opportunities.



### Cumulative Review: Three-Part Drill

The Three-Part Drill is introduced after teaching Concept #4: Oo /ō/.



### Cumulative Review: Vowel Intensive Drill

The Vowel Intensive Drill is introduced after teaching Concept #4: Oo /ō/.

## Cross-Linguistic Connections for new sounds

### CROSS-LINGUISTIC CONNECTIONS

If you have Spanish-speaking students, see the Cross-Linguistic Connections chart below. If not, continue to the instructions below for Teaching a New Concept.

#### ***Do you know? ¿Sabes qué?***

In English, the letter “m” makes the /m/ sound, as in *marshmallow*, and in Spanish, “m” makes the same sound. **This sound will be familiar to your Spanish-speaking students.**

The /m/ sound can be heard in the initial and medial positions in Spanish words. The words below are examples for your own knowledge as an educator. Do not use these words when spelling with students.

Initial	Medial	Final
mariposa (butterfly)	mamá (mom)	n/a
museo (museum)	trompeta (trumpet)	
mapa (map)	bombón (chocolate candy)	

DAY 2

If needed for intervention, provide additional repetition with Phoneme Blending and Segmenting (see lists from Day 1).



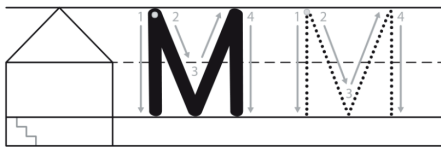
**Review the New Concept** | (Optional – 5 minutes)  
Options for Whole-Group Instruction/Centers/Small-Group Instruction (Days 2–5)

Make decisions regarding these instructional activities based on the needs of students.

**Uppercase Letter Formation**

Teach uppercase letter formation using pages 14–15 in the *OG+ Fidelity Companion*.

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student letter formation pages.



Uppercase Letter Formation

**(T)** The capital letter “M” starts at the top of the attic and moves straight down to the floor. Go back to the top of the attic and draw a diagonal line down to the floor. Then, go back up diagonally toward the attic, then come back down straight to the floor.

- Practice lowercase letter formation.
- If needed for intervention, review the phoneme/grapheme connection and articulation of “m.”
- Incorporate Extension Activities into students’ practice.

**EXTENSION ACTIVITIES**

- Start a multi-sensory ABC book. Have students glue macaroni (or another object) in the shape of the target letter.
- Make a paper mouse. Have students glue pictures of words that begin with the /m/ sound on the mouse.
- Have students use a bingo dauber to find the target letter on a page filled with various letters.
- Have students go on a “sound hunt” around the room or outside to find objects that begin with the target sound.
- Guide students to use their *OG+ Student Workbook A* to complete the “Spot the Sounds” activity by circling pictures that include the target sound.



### Phonics: Spelling

Word dictation is introduced after teaching Concept #4: Oo /ō/.

Sentence dictation is introduced after teaching Concept #9: Tt /t/.



### Irregular Words: Red Words | 10 minutes

Follow the steps on pages 25–26 in the *OG+ Fidelity Companion* for IMSE’s Red Word Routine to teach this week’s new Red Words and for guidance when armtapping with left- and right-handed students.

**NOTE:** Use IMSE LAB or Red Word books for students.

New Red Words	New Read-Only Red Words
<i>the</i>	There are no new read-only Red Words this week.

#### New Red Word(s):

*the*

- Use tiles to determine how many sounds are in the word.

#### Explanation of the sounds and information for teaching:

*the* (/TH/ /ǔ/—2 sounds)

- Generally pronounced with a clipped, short “u” sound, as in /thŭ/ book.
- *The* is one of the oldest words in the English language. It has undergone several pronunciation and spelling changes over time.

#### Definition and example sentence:

- *The* is used when talking about a specific thing.
- She will sit on *the* blue chair.

#### Learning a Red Word for the First Time

Because the “m” lesson is the first to include learning a new Red Word, a precise script is provided below to show the procedure in more detail. Before beginning, students should have their Red Word paper, a red crayon, a green crayon, tiles or other manipulatives, and a pencil. For lessons beyond this initial practice, please reference the *OG+ Fidelity Companion* for the Red Word procedural steps.

**(T)** Today we are going to learn a Red Word for the first time. Red Words are words that have one or more sounds with an unexpected spelling. An unexpected spelling can mean that the word does not follow a rule or pattern in the English language or it can mean that it has a rule or pattern we have not learned yet.

**(T)** When we learn a new Red Word, we begin by exploring the sounds we hear in the word. We will use our tiles to show the number of sounds we hear in the word, and together identify how the sounds are spelled. This helps us to know which parts of the word are irregular.

#### Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- Tiles or other manipulatives
- Red Word paper
- Green and red crayons

#### Student Materials

- Tiles or other manipulatives
- Red Word paper
- Pencil
- Green and red crayons

Red Word introduction includes expected and unexpected spellings, plus etymological information.

# Ii /ɪ/ (itch)

This week students will learn about the letter “i” when it makes the vowel sound /ɪ/.

Objectives	
<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the <b>letter “i”</b> and its connection to the /ɪ/ sound.                             <ul style="list-style-type: none"> <li>- blend and segment two- and three-phoneme words with /ɪ/.</li> <li>- add, delete, and substitute individual letters that include the target “i” letter in one-syllable words to make new words.</li> <li>- form the lowercase and uppercase letter “i.”</li> <li>- read and spell words and sentences with the letter “i.”</li> </ul> </li> <li>• read the Red Words <b>brown</b> and <b>stop</b>.</li> <li>• read and spell the Red Words <b>I</b> and <b>like</b>.</li> <li>• demonstrate mastery of previously taught concepts.                             <ul style="list-style-type: none"> <li>- state known sounds for presented graphemes.</li> <li>- write known graphemes for presented sounds.</li> <li>- state known sounds for presented graphemes and blend sounds into syllables.</li> <li>- identify the short vowel sound in V, VC, and CVC syllables and match it with the appropriate grapheme.</li> <li>- read and write words and sentences with previously learned concepts.</li> </ul> </li> <li>• increase reading automaticity and fluency by reading fiction and nonfiction decodable readers.</li> <li>• demonstrate understanding of target vocabulary words by correctly using the word in a spoken or written sentence.</li> <li>• demonstrate reading comprehension by answering questions about fiction and nonfiction texts after reading a decodable reader.</li> <li>• enhance writing skills by responding to a writing prompt related to the decodable reader.</li> </ul>	
Keyword/Object Ideas	Literature Ideas
icky, iguana, itch	<ul style="list-style-type: none"> <li>• <i>Big</i> by Vashti Harrison</li> <li>• <i>I Wanna Iguana</i> by Karen Kaufman Orloff</li> <li>• <i>If You Give a Pig a Pancake</i> by Laura Numeroff</li> <li>• <i>Ish</i> by Peter H. Reynolds</li> <li>• <i>Itsy Bitsy Spider</i></li> <li>• <i>The Legend of the Indian Paintbrush</i> by Tomie dePaola</li> </ul>



DAY 1



**Phonemic Awareness: Blending and Segmenting** | 3 minutes

Follow the steps on pages 3–4 in the *OG+ Fidelity Companion* for IMSE’s Phonemic Awareness Routines. Be sure to follow the directions that include the use of manipulatives.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00

**Student Materials**

- Tiles or other manipulatives

Blending	Segmenting
<p><b>Initial:</b> /i/ /k/ (ick) /i/ /f/ (if)</p> <p><b>Medial:</b> /s/ /i/ /t/ (sit) /t/ /i/ /p/ (tip) /l/ /i/ /p/ (lip)</p>	<p><b>Initial:</b> in (/i/ /n/) it (/i/ /t/)</p> <p><b>Medial:</b> pit (/p/ /i/ /t/) sip (/s/ /i/ /p/) hid (/h/ /i/ /d/)</p>

**TEACHER TIP** Tell students to use their off-hand when pounding their fist and their dominant hand when pushing up tiles and running their fingers under the tiles from left to right.

**ADDITIONAL SUPPORT** For students who exhibit difficulty with phoneme blending and segmenting, practice in a small-group setting throughout the week as needed. This can include reviewing previous blending and segmenting lists, using the word lists in reverse order, and repeating activities to provide additional practice opportunities.



**Cumulative Review: Three-Part Drill** | 8 minutes

Follow the steps on pages 8–9 in the *OG+ Fidelity Companion* for IMSE’s Three-Part Drill Routine.

The Three-Part Drill is done on Day 1 without the “i.” This review drill should be implemented daily or a minimum of 2–3 times per week.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- Review Phoneme/Grapheme Cards
- *Phoneme/Grapheme Chart*
- Blending Board

**Student Materials**

- Whiteboard and marker

Visual	Auditory/Kinesthetic	Blending



### Cumulative Review: Vowel Intensive Drill | 2 minutes

Follow the steps on pages 10–11 in the *OG+ Fidelity Companion* for IMSE's Vowel Intensive Drill Routine.

The Vowel Intensive Drill is a review drill to practice short vowel sounds. Only use the vowels previously taught. This review drill should be implemented daily or a minimum of 2–3 times per week.

**NOTE:** Vowels below in grayscale have not yet been taught and should not be reviewed.

#### Teacher Materials

- *OG+ Fidelity Companion* pages 00–00

#### Student Materials

- Vowel Tents



V (The sound is . . .)	VC (The syllable is . . .)	CVC (The syllable is . . .)
/ă/	ag, ap, ab	lat, cad, zan
/ĕ/	et, en, eb	zeg, ren, med
/ĭ/	ig, ib, im	lin, hib, fid
/ŏ/	ob, ot, oz	rom, hob, cog
/Û/	un, ud, ub	sup, pum, dut

### CROSS-LINGUISTIC CONNECTIONS

If you have Spanish-speaking students, see the Cross-Linguistic Connections chart below. If not, continue to the instructions below for Teaching a New Concept.

#### **Do you know? ¿Sabes qué?**

In Spanish, vowels only make one sound. The vowel “i” says /ē/ as in *lima* (pronounced *lē-mah*), which means *lime*, and *nido* (pronounced *nē-doh*), which means *nest*. **The /ĭ/ sound may be new to your Spanish-speaking students**, which means they have likely not been exposed to it. Therefore, introducing and emphasizing the mouth position needed to produce it will be essential for their learning. Students will need many exposures and opportunities to practice this new sound before it becomes automatic.

Here is a pronunciation chart to compare Spanish vowel sounds with short vowel sounds in English.

	Aa	Ee	Ii	Oo	Uu
Spanish	/ah/	/eh/	/ē/	/oh/	/ōō/
English	/ă/	/ĕ/	/ĭ/	/ŏ/	/Û/



## Phonics: Teaching a New Concept | 15 minutes

Follow the steps on page 00 in the *OG+ Fidelity Companion* for IMSE's Teaching a New Concept Routine.

### Introduce New Concept

**(T)** I'm going to read you a sentence. Listen for the sound you hear at the beginning of the words: **I**cky **I**zzy is **i**nside. What sound do you hear?

**(S)** /i/

**(T)** Yes, /i/. Let's try another one. Listen for the sound you hear in the middle of the words: Tim **i** hid six **i**gs. What sound do you hear?

**(S)** /i/

**NOTE:** This is an auditory activity. Students should not see the sentences.

Show the new concept card (Card #10).

**(T)** This is the letter "i." Today we'll learn that "i" spells /i/. Say it with me.

**(T & S)** "i" spells /i/.

**(T)** This is a vowel sound, so our voice is on. Our mouth is open, and the airflow keeps going. Let's look in the mirror while we say the sound. Say it with me.

**(T & S)** /i/

**(T)** Vowels can be tricky to remember, so we're going to learn a visual cue to help us with each of our short vowel sounds. Let's scrunch up our noses and point to them as we say /i/ to remind us that "i" spells /i/ like in the word *icky*. Let's say that together with our new visual cue.

**(T & S)** Scrunch your nose and point to it while stating the sound. "i" spells /i/.

Show students where to find the new concept in the alphabet.

Show students the object and tell them this word will be a keyword to help them remember the connection between the letter "i" and the /i/ sound.

### Brainstorm

Use the Sound Scene in IMSE LAB to help brainstorm words and build vocabulary related to the new concept. Guidance for implementation of the Sound Scenes can be found in the front of the Teacher Guide.

**TEACHER TIP** When teaching short vowels, consider brainstorming words that begin with the vowel on Day 1 and brainstorming words that feature the vowel in the initial or medial position on subsequent days. If you brainstorm words that begin with the vowel, be sure the vowel sound in the words is short. For example, *itch* would be appropriate for /i/, but *ice cream* would not.

### Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- IMSE LAB Sound Scene
- Object
- New Concept Phoneme/Grapheme Card #10
- IMSE LAB house paper or *OG+ Student Workbook A*
- Pencil
- Literature Connection
- IMSE Decodable Reader #02
- Green and red highlighters
- *Phoneme/Grapheme Chart*

### Student Materials

- Mirror
- IMSE LAB house paper or *OG+ Student Workbook A*
- Pencil
- Whiteboard and marker
- IMSE Decodable Reader #02
- Green and red highlighters

### Read-Aloud

Using the selected interactive read-aloud:

Read aloud a poem or selected pages from a text. Ask students to identify target concepts.

**(T) Did anyone hear me read a word with the new concept in it?**

**(S)** Use complete sentences to state words from the text with the new concept (e.g., **I heard the word \_\_\_\_**).

**(T)** Write 3–4 of the identified words on the brainstorm chart.

**(T & S)** Develop oral language skills by connecting brainstormed words to one of the following:

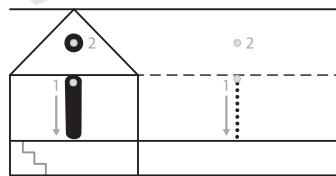
- Phonics, Orthography, Morphology: Discuss the position of the target concept in the words.
- Vocabulary: Provide a student-friendly definition of words containing the target concept sound.
- Fluency: Read aloud a phrase or sentence from the text with the target sound. Ask students to echo the phrase or sentence.
- Comprehension: Ask a text-dependent question based on the text (e.g., predict what will happen later in the text).

**NOTE:** Keep this brief, focusing on the target concept. Continue with the interactive read-aloud following the steps on pages 00–00 in the *OG+ Fidelity Companion* for IMSE’s Interactive Read-Aloud Routine during fluency, vocabulary, and comprehension activities.

### Lowercase Letter Formation

Follow the steps on page 00 in the *OG+ Fidelity Companion* for IMSE’s Letter Formation Routine.

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student letter formation pages.



**(T) The letter “i” starts at the ceiling and goes to the floor. Dot it in the attic.**

### New Sound Dictation

Dictate the new sound for students to spell on a whiteboard.

**(T)** Scrunch your nose and point to it while saying the sound. **Eyes on me.**

**Spell /i/. Repeat.**

**(S)** Scrunch your nose and point to it while saying the sound. /i/. **“i” spells /i/.**

Write the letter and underline it from left to right where the letter sits on the line. Hold up the whiteboard to show the teacher.

**Decodable Readers**

Introduce Decodable Reader #02 following the procedure on page 00 in the *OG+ Fidelity Companion*.

**Phoneme/Grapheme (P/G) Chart**

After teaching this concept, highlight or mark the letter “i” in the short vowel column on the *Phoneme/Grapheme Chart*, and put the “i” card in the review deck.

**TEACHER TIP** In preparation for the Vowel Intensive Drill on Day 3, create an “i” vowel tent.

**Phonics: Spelling | 10 minutes**

Follow the steps in the *OG+ Fidelity Companion* for IMSE’s Application of a New Concept: Word Dictation Routine on pages 20–21 and Sentence Dictation Routine on pages 22–23.

Teachers can dictate three words and one sentence if appropriate. Students should build up to five words and two sentences by Concept #16: Rr /r/.

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student dictation pages.

Words	Sentences
1. dig 2. mid 3. him 4. did 5. it	1. <u>The</u> <u>log</u> <u>was</u> lit. 2. Mom <u>was</u> mad at him.

Remember to have students check their sentences using CUPS. Always have students read the words and sentences after word and sentence dictation have been completed.

**Irregular Words: Red Words****Red Word Review and Preview**

On Day 1, this is embedded in the decodable reader preview included in Teaching a New Concept. New and review words for this week are listed below.

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- Fingertapping hand (or blending strip, if needed)
- IMSE LAB dictation paper or *OG+ Student Workbook A*
- CUPS Poster

**Student Materials**

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand (or blending strip, if needed)
- CUPS Visual (desktop or poster size)
- Pencil

## DAY 2

If needed for intervention, provide additional repetition with Phoneme Blending and Segmenting (see lists from Day 1), the Three-Part Drill, and Vowel Intensive Drill.



### Review the New Concept | (Optional – 5 minutes)

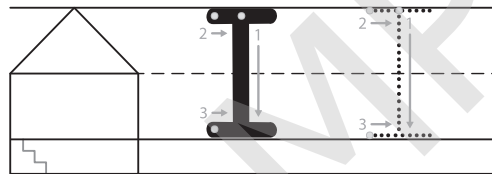
Options for Whole-Group Instruction/Centers/Small-Group Instruction  
(Days 2-5)

Make decisions regarding these instructional activities based on the needs of students.

#### Uppercase Letter Formation

Teach uppercase letter formation using page 00 in the *OG+ Fidelity Companion*.

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student letter formation pages.



**(T)** The capital letter “I” starts at the top of the attic and goes to the floor. Draw a line at the top of the attic and along the floor of the house.

- Practice lowercase letter formation.
- If needed for intervention, review the phoneme/grapheme connection, articulation, and word and sentence dictation of “i.”
- Incorporate Extension Activities into students’ practice.

#### EXTENSION ACTIVITIES

- Continue to add to the multi-sensory ABC book. Have students glue insect pictures or stickers (or another object) in the shape of the target letter.
- Have students use a bingo dauber to find the target letter on a page filled with various letters.
- Have students go on a “sound hunt” around the room or outside to find objects that begin with the target sound.



**Phonics: Spelling | 6 minutes**

Follow the steps in the *OG+ Fidelity Companion* for IMSE’s Application of a New Concept: Word Dictation Routine on pages 20–21 and Sentence Dictation Routine on pages 22–23.

Teachers can dictate three words and one sentence if appropriate. Students should build up to five words and two sentences by Concept #16: Rr /r/.

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student dictation pages.

Words	Sentences
1. Tim 2. lit 3. mit* 4. hid 5. lid	1. Dad hid <u>the</u> hot cat. 2. <u>The</u> lad hit <u>the</u> lid.
*Note: “Mit” is a syllable in a word like <i>mitten</i> .	

Remember to have students check their sentences using CUPS. Always have students read the words and sentences after word and sentence dictation have been completed.



**Irregular Words: Red Words | 10 minutes**

Follow the steps on pages 25–26 in the *OG+ Fidelity Companion* for IMSE’s Red Word Routine to teach this week’s new Red Words and for guidance when armtapping with left- and right-handed students.

**NOTE:** Use IMSE LAB or Red Word books for students.

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

**New Red Word(s):**

*I, like*

- Use tiles to determine how many sounds are in the word.

**Explanation of the sounds and information for teaching:**

**I** (/i/—1 sound)

- *I* is a shortening of the Old English word *ic*. The “c” dropped away, and the “i” began to be capitalized in the mid-13th century to mark it as a distinct word and avoid misreading it in handwritten manuscripts.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- Fingertapping hand (or blending strip, if needed)
- IMSE LAB dictation paper or *OG+ Student Workbook A*
- CUPS Poster

**Student Materials**

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand (or blending strip, if needed)
- CUPS Visual (desktop or poster size)
- Pencil

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- Tiles or other manipulatives
- Red Word paper
- Green and red crayons

**Student Materials**

- Tiles or other manipulatives
- Red Word paper
- Pencil
- Green and red crayons

**Definition and example sentence:**

- *I* is used when we talk about ourselves.
- *I* am ready to go to school.

**Explanation of the sounds and information for teaching:**

*like* (/l/ /i/ /k/—3 sounds)

- *Like* comes from Old English. This word is temporarily irregular because students have yet to learn the sound-spelling correspondences necessary to spell it.

**Definition and example sentence:**

- *Like* means to enjoy or feel happy about something or someone.
- I *like* to play outside.

**TEACHER TIPS**

- Once open long vowels (Concept #27) are taught, *I* will no longer be a Red Word.
- Once “k” (Concept #12) and Magic E (Concept #48) are taught, *like* will no longer be a Red Word.

**Review Red Words** throughout the week.

- Print flashcards from IMSE LAB and practice reading.
- Armtap the words once to review.
- Cross-clap the words to review.
- Stomp the words to review.
- Refer to Red Word Extension Activities in your Originals.

The student dictation pages in IMSE LAB and *OG+ Student Workbook A* provide an opportunity to include written practice for reviewing Red Words during word and sentence dictation.

**Reading | 15 minutes****Fluency, Vocabulary, and Comprehension**

Use Decodable Reader #02 and pages 00–00 in the *OG+ Fidelity Companion* to practice fluency, vocabulary, and comprehension.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, *OG+ Student Workbook A*, or Originals)
- Instructional-level text
- Rich literature for oral language development
- *OG+ Comprehension Framework*



**NOTE:** MMW has been included next to words with multiple meanings.

Decodable Reader Title	Vocabulary Words	Spanish Cognates	Words Recommended for Explicit Teaching
<i>Tim, Dad, and the Hog</i> (F)	hog		hog
<i>A Dog for Tim</i> (F)	cot, tag, tot		
<i>Stop, Tot!</i> (NF)	cot, tot		attention, care, communicate, hog (MMW)
	Teacher Read-Aloud Section: attention, care, communicate	Teacher Read-Aloud Section: attention/atención, communicate/comunicar	

#### Student Materials

- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, or OG+ Student Workbook A)
- Instructional-level text
- Green and red highlighters

#### Additional Materials if Needed

- IMSE LAB fluency resources

**FLUENCY** Students use the “Get Ready to Read” section in the front of the decodable reader to practice words and phrases included in the text.

**TEACHER TIP** If teachers are using IMSE’s Decodable Readers Fiction: Volume 1, a Rapid Word Chart can be created through IMSE LAB as a warm-up to reading the text.

**VOCABULARY** Introduce the vocabulary words found in the beginning of the decodable reader and discuss the definition of each word. Vocabulary words for each text are listed in the chart above. The words in the far right column that match the decodable reader being used are recommended for deeper, more explicit teaching through IMSE’s K–2 Vocabulary Routine. Slides for teaching using the Vocabulary Routine can be presented through IMSE LAB. Follow the steps on pages 00–00 in the *OG+ Fidelity Companion* for IMSE’s Vocabulary Routine.

**COMPREHENSION** Students read the decodable reader aloud. Stop for discussion throughout the book.

#### TEACHER TIPS

- **FLUENCY** For additional reading fluency practice, students can use the “Word Reading Practice” page in their *OG+ Student Workbook A* or word- and sentence-reading pages available through IMSE LAB.
- While the decodable reader can be practiced in a whole-group setting, a small group is ideal.
- If the decodable reader is not completed today, it can be continued during the next day’s lesson.

**ADDITIONAL SUPPORT** Utilize the fluency pyramids available in IMSE LAB for students who need additional scaffolds to aid in fluent reading.

## DAY 3


**Word Chaining (Phoneme Manipulation) | 3 minutes**

Follow the steps outlined below for IMSE’s Word Chaining (Phoneme Manipulation) Routine. Teacher modeling is provided for the first few words in this lesson to help students learn the word-chaining procedures. Note that this practice can be carried over to or repeated on Day 4.

**Teacher Materials**

- **OG+ Fidelity Companion**  
pages 00–00
- IMSE Word-Building Kit

**Student Materials**

- IMSE Word-Building Kit

**Word List**

did → lid → lad → had → hid → did → dim → him → ham → hat → hit → it → lit

**(T)** Let’s practice word chaining, where we spell words with our letter tiles and change them by one sound at a time. Let’s start with the word *did*, as in, “He *did* not attend the event.” **Did.** My turn. Pound fist while stating the word. **Did.** Pull one letter tile at a time while stating each sound: /d/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Did.**

**(T)** Your turn.

**(S)** Pound fist while stating the word. **Did.** Pull one letter tile at a time while stating each sound: /d/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Did.**

**(T)** Listen closely. I’m going to change the word by one sound. Let’s change *did* to *lid*, as in, “She put the *lid* on the jar.” **Lid.** Repeat.

**(S)** Pound fist while stating the word. **Lid.**

**(T)** We switched a sound. Which letter should we switch out—the beginning letter, the middle letter, or the last letter?

**(S)** The beginning letter.

**(T)** Right. Let’s make that change and switch out our letter tile now.

**(T & S)** Swap out the old letter tile for the new letter tile.

**(T)** My turn. Pound fist while stating the word. **Lid.** Touch the letter tiles while stating each sound: /l/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lid.**

**(T)** Your turn.

**(S)** Pound fist while stating the word. **Lid.** Touch the letter tiles while stating each sound: /l/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lid.**

**(T)** Nice work swapping the letter “d” for the letter “l” at the beginning of the word. Listen closely. I’m going to change the word by one sound again. Let’s change *lid* to *lad*, as in, “The *lad* smiled at the puppy.” **Lad.** Repeat.

**(S)** Pound fist while stating the word. **Lad.**

**(T)** We switched a sound. Which letter should we switch out—the beginning letter, the middle letter, or the last letter?

**(S)** The middle letter.

**(T)** Right. Let’s make that change and switch out our letter tile now.

**(T & S)** Swap out the old letter tile for the new letter tile.

**(T) My turn.** Pound fist while stating the word. **Lad.** Touch the letter tiles while stating each sound: /l/ /ă/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lad.**

**(T) Your turn.**

**(S)** Pound fist while stating the word. **Lad.** Touch the letter tiles while stating each sound: /l/ /ă/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lad.**

**(T) Great job swapping the letter “i” for the letter “a” in the middle of the word.**

Follow this process without teacher modeling as you move through the remaining words.

**ADDITIONAL SUPPORT** If students exhibit difficulty without the teacher model, add this back in as a scaffold of support.



**Cumulative Review: Three-Part Drill | 8 minutes**

Follow the steps on pages 8–9 in the *OG+ Fidelity Companion* for IMSE’s Three-Part Drill Routine.

This review drill should be implemented daily or a minimum of 2–3 times per week.

**TEACHER TIPS**

- The “i” card was added to the Three-Part Drill review deck on Day 1.
- While working with foundational phoneme/grapheme connections, avoid “c” and “g” followed by “i” and “e,” and eventually “y” as a vowel, until soft “c” and “g” have been taught.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- Review Phoneme/Grapheme Cards
- *Phoneme/Grapheme Chart*
- Blending Board

**Student Materials**

- Whiteboard and marker

Visual	Auditory/Kinesthetic	Blending

DAY 2

If needed for intervention, provide additional repetition with Phoneme Blending and Segmenting (see lists from Day 1).



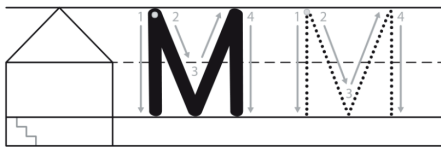
**Review the New Concept** | (Optional – 5 minutes)  
Options for Whole-Group Instruction/Centers/Small-Group Instruction (Days 2–5)

Make decisions regarding these instructional activities based on the needs of students.

**Uppercase Letter Formation**

Teach uppercase letter formation using pages 14–15 in the *OG+ Fidelity Companion*.

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student letter formation pages.



Uppercase Letter Formation

**(T)** The capital letter “M” starts at the top of the attic and moves straight down to the floor. Go back to the top of the attic and draw a diagonal line down to the floor. Then, go back up diagonally toward the attic, then come back down straight to the floor.

- Practice lowercase letter formation.
- If needed for intervention, review the phoneme/grapheme connection and articulation of “m.”
- Incorporate Extension Activities into students’ practice.

**EXTENSION ACTIVITIES**

- Start a multi-sensory ABC book. Have students glue macaroni (or another object) in the shape of the target letter.
- Make a paper mouse. Have students glue pictures of words that begin with the /m/ sound on the mouse.
- Have students use a bingo dauber to find the target letter on a page filled with various letters.
- Have students go on a “sound hunt” around the room or outside to find objects that begin with the target sound.
- Guide students to use their *OG+ Student Workbook A* to complete the “Spot the Sounds” activity by circling pictures that include the target sound.

Red Word introduction includes expected and unexpected spellings, plus etymological information.



### Phonics: Spelling

Word dictation is introduced after teaching Concept #4: Oo /ō/.

Sentence dictation is introduced after teaching Concept #9: Tt /t/.



### Irregular Words: Red Words | 10 minutes

Follow the steps on pages 25–26 in the *OG+ Fidelity Companion* for IMSE’s Red Word Routine to teach this week’s new Red Words and for guidance when armtapping with left- and right-handed students.

**NOTE:** Use IMSE LAB or Red Word books for students.

New Red Words	New Read-Only Red Words
<i>the</i>	There are no new read-only Red Words this week.

#### New Red Word(s):

*the*

- Use tiles to determine how many sounds are in the word.

#### Explanation of the sounds and information for teaching:

*the* (/TH/ /ǔ/—2 sounds)

- Generally pronounced with a clipped, short “u” sound, as in /thŭ/ book.
- *The* is one of the oldest words in the English language. It has undergone several pronunciation and spelling changes over time.

#### Definition and example sentence:

- *The* is used when talking about a specific thing.
- She will sit on *the* blue chair.

#### Learning a Red Word for the First Time

Because the “m” lesson is the first to include learning a new Red Word, a precise script is provided below to show the procedure in more detail. Before beginning, students should have their Red Word paper, a red crayon, a green crayon, tiles or other manipulatives, and a pencil. For lessons beyond this initial practice, please reference the *OG+ Fidelity Companion* for the Red Word procedural steps.

**(T)** Today we are going to learn a Red Word for the first time. Red Words are words that have one or more sounds with an unexpected spelling. An unexpected spelling can mean that the word does not follow a rule or pattern in the English language or it can mean that it has a rule or pattern we have not learned yet.

**(T)** When we learn a new Red Word, we begin by exploring the sounds we hear in the word. We will use our tiles to show the number of sounds we hear in the word, and together identify how the sounds are spelled. This helps us to know which parts of the word are irregular.

#### Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- Tiles or other manipulatives
- Red Word paper
- Green and red crayons

#### Student Materials

- Tiles or other manipulatives
- Red Word paper
- Pencil
- Green and red crayons

# Ii /i/ (itch)

This week students will learn about the letter “i” when it makes the vowel sound /i/.

Objectives	
<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the <b>letter “i”</b> and its connection to the /i/ sound.                             <ul style="list-style-type: none"> <li>- blend and segment two- and three-phoneme words with /i/.</li> <li>- add, delete, and substitute individual letters that include the target “i” letter in one-syllable words to make new words.</li> <li>- form the lowercase and uppercase letter “i.”</li> <li>- read and spell words and sentences with the letter “i.”</li> </ul> </li> <li>• read the Red Words <b>brown</b> and <b>stop</b>.</li> <li>• read and spell the Red Words <b>I</b> and <b>like</b>.</li> <li>• demonstrate mastery of previously taught concepts.                             <ul style="list-style-type: none"> <li>- state known sounds for presented graphemes.</li> <li>- write known graphemes for presented sounds.</li> <li>- state known sounds for presented graphemes and blend sounds into syllables.</li> <li>- identify the short vowel sound in V, VC, and CVC syllables and match it with the appropriate grapheme.</li> <li>- read and write words and sentences with previously learned concepts.</li> </ul> </li> <li>• increase reading automaticity and fluency by reading fiction and nonfiction decodable readers.</li> <li>• demonstrate understanding of target vocabulary words by correctly using the word in a spoken or written sentence.</li> <li>• demonstrate reading comprehension by answering questions about fiction and nonfiction texts after reading a decodable reader.</li> <li>• enhance writing skills by responding to a writing prompt related to the decodable reader.</li> </ul>	
Keyword/Object Ideas	Literature Ideas
icky, iguana, itch	<ul style="list-style-type: none"> <li>• <i>Big</i> by Vashti Harrison</li> <li>• <i>I Wanna Iguana</i> by Karen Kaufman Orloff</li> <li>• <i>If You Give a Pig a Pancake</i> by Laura Numeroff</li> <li>• <i>Ish</i> by Peter H. Reynolds</li> <li>• <i>Itsy Bitsy Spider</i></li> <li>• <i>The Legend of the Indian Paintbrush</i> by Tomie dePaola</li> </ul>

DAY 1



**Phonemic Awareness: Blending and Segmenting | 3 minutes**

Follow the steps on pages 3–4 in the *OG+ Fidelity Companion* for IMSE’s Phonemic Awareness Routines. Be sure to follow the directions that include the use of manipulatives.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00

**Student Materials**

- Tiles or other manipulatives

Blending	Segmenting
<p><b>Initial:</b> /i/ /k/ (ick) /i/ /f/ (if)</p> <p><b>Medial:</b> /s/ /i/ /t/ (sit) /t/ /i/ /p/ (tip) /l/ /i/ /p/ (lip)</p>	<p><b>Initial:</b> in (/i/ /n/) it (/i/ /t/)</p> <p><b>Medial:</b> pit (/p/ /i/ /t/) sip (/s/ /i/ /p/) hid (/h/ /i/ /d/)</p>

**TEACHER TIP** Tell students to use their off-hand when pounding their fist and their dominant hand when pushing up tiles and running their fingers under the tiles from left to right.

**ADDITIONAL SUPPORT** For students who exhibit difficulty with phoneme blending and segmenting, practice in a small-group setting throughout the week as needed. This can include reviewing previous blending and segmenting lists, using the word lists in reverse order, and repeating activities to provide additional practice opportunities.



**Cumulative Review: Three-Part Drill | 8 minutes**

Follow the steps on pages 8–9 in the *OG+ Fidelity Companion* for IMSE’s Three-Part Drill Routine.

The Three-Part Drill is done on Day 1 without the “i.” This review drill should be implemented daily or a minimum of 2–3 times per week.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- Review Phoneme/Grapheme Cards
- *Phoneme/Grapheme Chart*
- Blending Board

**Student Materials**

- Whiteboard and marker

Visual	Auditory/Kinesthetic	Blending



### Cumulative Review: Vowel Intensive Drill | 2 minutes

Follow the steps on pages 10–11 in the *OG+ Fidelity Companion* for IMSE's Vowel Intensive Drill Routine.

The Vowel Intensive Drill is a review drill to practice short vowel sounds. Only use the vowels previously taught. This review drill should be implemented daily or a minimum of 2–3 times per week.

**NOTE:** Vowels below in grayscale have not yet been taught and should not be reviewed.

#### Teacher Materials

- *OG+ Fidelity Companion*  
pages 00–00

#### Student Materials

- Vowel Tents



V (The sound is . . .)	VC (The syllable is . . .)	CVC (The syllable is . . .)
/ă/	ag, ap, ab	lat, cad, zan
/ĕ/	et, en, eb	zeg, ren, med
/ĭ/	ig, ib, im	lin, hib, fid
/ŏ/	ob, ot, oz	rom, hob, cog
/Û/	un, ud, ub	sup, pum, dut

### CROSS-LINGUISTIC CONNECTIONS

If you have Spanish-speaking students, see the Cross-Linguistic Connections chart below. If not, continue to the instructions below for Teaching a New Concept.

#### **Do you know? ¿Sabes qué?**

In Spanish, vowels only make one sound. The vowel “i” says /ē/ as in *lima* (pronounced *lē-mah*), which means *lime*, and *nido* (pronounced *nē-doh*), which means *nest*. **The /i/ sound may be new to your Spanish-speaking students**, which means they have likely not been exposed to it. Therefore, introducing and emphasizing the mouth position needed to produce it will be essential for their learning. Students will need many exposures and opportunities to practice this new sound before it becomes automatic.

Here is a pronunciation chart to compare Spanish vowel sounds with short vowel sounds in English.

	Aa	Ee	Ii	Oo	Uu
Spanish	/ah/	/eh/	/ē/	/oh/	/ōō/
English	/ă/	/ĕ/	/ĭ/	/ŏ/	/Û/



### Decodable Readers

Introduce Decodable Reader #02 following the procedure on page 00 in the *OG+ Fidelity Companion*.

### Phoneme/Grapheme (P/G) Chart

After teaching this concept, highlight or mark the letter “i” in the short vowel column on the *Phoneme/Grapheme Chart*, and put the “i” card in the review deck.

**TEACHER TIP** In preparation for the Vowel Intensive Drill on Day 3, create an “i” vowel tent.



### Phonics: Spelling | 10 minutes

Follow the steps in the *OG+ Fidelity Companion* for IMSE’s Application of a New Concept: Word Dictation Routine on pages 20–21 and Sentence Dictation Routine on pages 22–23.

Teachers can dictate three words and one sentence if appropriate. Students should build up to five words and two sentences by Concept #16: Rr /r/.

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student dictation pages.

Words	Sentences
1. dig 2. mid 3. him 4. did 5. it	1. <u>The</u> <u>log</u> <u>was</u> lit. 2. Mom <u>was</u> mad at him.

Remember to have students check their sentences using CUPS. Always have students read the words and sentences after word and sentence dictation have been completed.



### Irregular Words: Red Words

#### Red Word Review and Preview

On Day 1, this is embedded in the decodable reader preview included in Teaching a New Concept. New and review words for this week are listed below.

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

#### Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- Fingertapping hand (or blending strip, if needed)
- IMSE LAB dictation paper or *OG+ Student Workbook A*
- CUPS Poster

#### Student Materials

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand (or blending strip, if needed)
- CUPS Visual (desktop or poster size)
- Pencil

## DAY 2

If needed for intervention, provide additional repetition with Phoneme Blending and Segmenting (see lists from Day 1), the Three-Part Drill, and Vowel Intensive Drill.



### Review the New Concept | (Optional – 5 minutes)

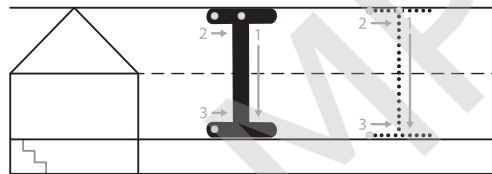
Options for Whole-Group Instruction/Centers/Small-Group Instruction  
(Days 2-5)

Make decisions regarding these instructional activities based on the needs of students.

#### Uppercase Letter Formation

Teach uppercase letter formation using page 00 in the *OG+ Fidelity Companion*.

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student letter formation pages.



**(T)** The capital letter “I” starts at the top of the attic and goes to the floor. Draw a line at the top of the attic and along the floor of the house.

- Practice lowercase letter formation.
- If needed for intervention, review the phoneme/grapheme connection, articulation, and word and sentence dictation of “i.”
- Incorporate Extension Activities into students’ practice.

#### EXTENSION ACTIVITIES

- Continue to add to the multi-sensory ABC book. Have students glue insect pictures or stickers (or another object) in the shape of the target letter.
- Have students use a bingo dauber to find the target letter on a page filled with various letters.
- Have students go on a “sound hunt” around the room or outside to find objects that begin with the target sound.



**Phonics: Spelling | 6 minutes**

Follow the steps in the *OG+ Fidelity Companion* for IMSE’s Application of a New Concept: Word Dictation Routine on pages 20–21 and Sentence Dictation Routine on pages 22–23.

Teachers can dictate three words and one sentence if appropriate. Students should build up to five words and two sentences by Concept #16: Rr /r/.

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student dictation pages.

Words	Sentences
1. Tim 2. lit 3. mit* 4. hid 5. lid	1. Dad hid <u>the</u> hot cat. 2. <u>The</u> lad hit <u>the</u> lid.
*Note: “Mit” is a syllable in a word like <i>mitten</i> .	

Remember to have students check their sentences using CUPS. Always have students read the words and sentences after word and sentence dictation have been completed.



**Irregular Words: Red Words | 10 minutes**

Follow the steps on pages 25–26 in the *OG+ Fidelity Companion* for IMSE’s Red Word Routine to teach this week’s new Red Words and for guidance when armtapping with left- and right-handed students.

**NOTE:** Use IMSE LAB or Red Word books for students.

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

**New Red Word(s):**

*I, like*

- Use tiles to determine how many sounds are in the word.

**Explanation of the sounds and information for teaching:**

**I** (/i/—1 sound)

- *I* is a shortening of the Old English word *ic*. The “c” dropped away, and the “i” began to be capitalized in the mid-13th century to mark it as a distinct word and avoid misreading it in handwritten manuscripts.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- Fingertapping hand (or blending strip, if needed)
- IMSE LAB dictation paper or *OG+ Student Workbook A*
- CUPS Poster

**Student Materials**

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand (or blending strip, if needed)
- CUPS Visual (desktop or poster size)
- Pencil

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- Tiles or other manipulatives
- Red Word paper
- Green and red crayons

**Student Materials**

- Tiles or other manipulatives
- Red Word paper
- Pencil
- Green and red crayons

**Definition and example sentence:**

- *I* is used when we talk about ourselves.
- *I* am ready to go to school.

**Explanation of the sounds and information for teaching:**

*like* (/l/ /i/ /k/—3 sounds)

- *Like* comes from Old English. This word is temporarily irregular because students have yet to learn the sound-spelling correspondences necessary to spell it.

**Definition and example sentence:**

- *Like* means to enjoy or feel happy about something or someone.
- I *like* to play outside.

**TEACHER TIPS**

- Once open long vowels (Concept #27) are taught, *I* will no longer be a Red Word.
- Once “k” (Concept #12) and Magic E (Concept #48) are taught, *like* will no longer be a Red Word.

**Review Red Words** throughout the week.

- Print flashcards from IMSE LAB and practice reading.
- Armtap the words once to review.
- Cross-clap the words to review.
- Stomp the words to review.
- Refer to Red Word Extension Activities in your Originals.

The student dictation pages in IMSE LAB and *OG+ Student Workbook A* provide an opportunity to include written practice for reviewing Red Words during word and sentence dictation.

**Reading | 15 minutes****Fluency, Vocabulary, and Comprehension**

Use Decodable Reader #02 and pages 00–00 in the *OG+ Fidelity Companion* to practice fluency, vocabulary, and comprehension.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, *OG+ Student Workbook A*, or Originals)
- Instructional-level text
- Rich literature for oral language development
- *OG+ Comprehension Framework*

**NOTE:** MMW has been included next to words with multiple meanings.

Decodable Reader Title	Vocabulary Words	Spanish Cognates	Words Recommended for Explicit Teaching
<i>Tim, Dad, and the Hog</i> (F)	hog		hog
<i>A Dog for Tim</i> (F)	cot, tag, tot		
<i>Stop, Tot!</i> (NF)	cot, tot		attention, care, communicate, hog (MMW)
	Teacher Read-Aloud Section: attention, care, communicate	Teacher Read-Aloud Section: attention/atención, communicate/comunicar	

#### Student Materials

- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, or OG+ Student Workbook A)
- Instructional-level text
- Green and red highlighters

#### Additional Materials if Needed

- IMSE LAB fluency resources

**FLUENCY** Students use the “Get Ready to Read” section in the front of the decodable reader to practice words and phrases included in the text.

**TEACHER TIP** If teachers are using IMSE’s Decodable Readers Fiction: Volume 1, a Rapid Word Chart can be created through IMSE LAB as a warm-up to reading the text.

**VOCABULARY** Introduce the vocabulary words found in the beginning of the decodable reader and discuss the definition of each word. Vocabulary words for each text are listed in the chart above. The words in the far right column that match the decodable reader being used are recommended for deeper, more explicit teaching through IMSE’s K–2 Vocabulary Routine. Slides for teaching using the Vocabulary Routine can be presented through IMSE LAB. Follow the steps on pages 00–00 in the *OG+ Fidelity Companion* for IMSE’s Vocabulary Routine.

**COMPREHENSION** Students read the decodable reader aloud. Stop for discussion throughout the book.

#### TEACHER TIPS

- **FLUENCY** For additional reading fluency practice, students can use the “Word Reading Practice” page in their *OG+ Student Workbook A* or word- and sentence-reading pages available through IMSE LAB.
- While the decodable reader can be practiced in a whole-group setting, a small group is ideal.
- If the decodable reader is not completed today, it can be continued during the next day’s lesson.

**ADDITIONAL SUPPORT** Utilize the fluency pyramids available in IMSE LAB for students who need additional scaffolds to aid in fluent reading.

## DAY 3


**Word Chaining (Phoneme Manipulation) | 3 minutes**

Follow the steps outlined below for IMSE’s Word Chaining (Phoneme Manipulation) Routine. Teacher modeling is provided for the first few words in this lesson to help students learn the word-chaining procedures. Note that this practice can be carried over to or repeated on Day 4.

**Teacher Materials**

- **OG+ Fidelity Companion**  
pages 00–00
- IMSE Word-Building Kit

**Student Materials**

- IMSE Word-Building Kit

**Word List**

did → lid → lad → had → hid → did → dim → him → ham → hat → hit → it → lit

**(T)** Let’s practice word chaining, where we spell words with our letter tiles and change them by one sound at a time. Let’s start with the word *did*, as in, “He *did* not attend the event.” **Did.** My turn. Pound fist while stating the word. **Did.** Pull one letter tile at a time while stating each sound: /d/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Did.**

**(T)** Your turn.

**(S)** Pound fist while stating the word. **Did.** Pull one letter tile at a time while stating each sound: /d/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Did.**

**(T)** Listen closely. I’m going to change the word by one sound. Let’s change *did* to *lid*, as in, “She put the *lid* on the jar.” **Lid.** Repeat.

**(S)** Pound fist while stating the word. **Lid.**

**(T)** We switched a sound. Which letter should we switch out—the beginning letter, the middle letter, or the last letter?

**(S)** The beginning letter.

**(T)** Right. Let’s make that change and switch out our letter tile now.

**(T & S)** Swap out the old letter tile for the new letter tile.

**(T)** My turn. Pound fist while stating the word. **Lid.** Touch the letter tiles while stating each sound: /l/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lid.**

**(T)** Your turn.

**(S)** Pound fist while stating the word. **Lid.** Touch the letter tiles while stating each sound: /l/ /i/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lid.**

**(T)** Nice work swapping the letter “d” for the letter “l” at the beginning of the word. Listen closely. I’m going to change the word by one sound again. Let’s change *lid* to *lad*, as in, “The *lad* smiled at the puppy.” **Lad.** Repeat.

**(S)** Pound fist while stating the word. **Lad.**

**(T)** We switched a sound. Which letter should we switch out—the beginning letter, the middle letter, or the last letter?

**(S)** The middle letter.

**(T)** Right. Let’s make that change and switch out our letter tile now.

**(T & S)** Swap out the old letter tile for the new letter tile.

**(T)** My turn. Pound fist while stating the word. **Lad.** Touch the letter tiles while stating each sound: /l/ /ă/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lad.**

**(T)** Your turn.

**(S)** Pound fist while stating the word. **Lad.** Touch the letter tiles while stating each sound: /l/ /ă/ /d/. Slide fingers under the letter tiles from left to right while reading the word. **Lad.**

**(T)** Great job swapping the letter “i” for the letter “a” in the middle of the word.

Follow this process without teacher modeling as you move through the remaining words.

**ADDITIONAL SUPPORT** If students exhibit difficulty without the teacher model, add this back in as a scaffold of support.



**Cumulative Review: Three-Part Drill | 8 minutes**

Follow the steps on pages 8–9 in the *OG+ Fidelity Companion* for IMSE’s Three-Part Drill Routine.

This review drill should be implemented daily or a minimum of 2–3 times per week.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- Review Phoneme/Grapheme Cards
- Phoneme/Grapheme Chart
- Blending Board

**Student Materials**

- Whiteboard and marker

**TEACHER TIPS**

- The “i” card was added to the Three-Part Drill review deck on Day 1.
- While working with foundational phoneme/grapheme connections, avoid “c” and “g” followed by “i” and “e,” and eventually “y” as a vowel, until soft “c” and “g” have been taught.

Visual	Auditory/Kinesthetic	Blending



**Cumulative Review: Vowel Intensive Drill | 2 minutes**

Follow the steps on pages 10–11 in the *OG+ Fidelity Companion* for IMSE’s Vowel Intensive Drill Routine.

The Vowel Intensive Drill is a review drill to practice short vowel sounds. Only use the vowels previously taught. This review drill should be implemented daily or a minimum of 2–3 times per week.

If the new concept is a vowel, add it to the Vowel Intensive Drill on Day 3.

**NOTE:** Vowels below in grayscale have not yet been taught and should not be reviewed.

V (The sound is . . .)	VC (The syllable is . . .)	CVC (The syllable is . . .)
/ă/	ag, ap, ab	lat, cad, zan
/ĕ/	et, en, eb	zeg, ren, med
/ĭ/	ig, ib, im	lin, hib, fid
/ŏ/	ob, ot, oz	rom, hob, cog
/ŭ/	un, ud, ub	sup, pum, dut

**Additional Handwriting Practice**

Guide students to use their *OG+ Student Workbook A* for additional handwriting practice.



**Phonics: Spelling | 6 minutes**

Follow the steps in the *OG+ Fidelity Companion* for IMSE’s Application of a New Concept: Word Dictation Routine on pages 20–21 and Sentence Dictation Routine on pages 22–23.

Teachers can dictate three words and one sentence if appropriate. Students should build up to five words and two sentences by Concept #16: Rr /r/.

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student dictation pages.

Words	Sentences
1. hit 2. Tim 3. dim 4. dig 5. lid	1. Dot had <u>the</u> hot lid. 2. Tom <u>and</u> <u>I</u> did <u>like</u> <u>the</u> hat.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00

**Student Materials**

- Vowel Tents



**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- Fingertapping hand (or blending strip, if needed)
- IMSE LAB dictation paper or *OG+ Student Workbook A*
- CUPS Poster

**Student Materials**

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand (or blending strip, if needed)
- CUPS Visual (desktop or poster size)
- Pencil



Remember to have students check their sentences using CUPS. Always have students read the words and sentences after word and sentence dictation have been completed.



### Irregular Words: Red Words | 3 minutes

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

#### Review Red Words

Review 3–5 previously taught Red Words, including those from this week's concept and any other Red Words that students have difficulty reading or spelling. The student dictation pages in IMSE LAB and *OG+ Student Workbook A* provide an opportunity to include written practice for reviewing Red Words during word and sentence dictation.

#### Cross-Clap: Reading Red Words

**(T)** Display the review Red Words one at a time.

**(S)** State the word, cross-clap while saying the letters in the word with a partner, and restate the word.

#### Cross-Clap: Spelling Red Words

**(T)** State the review Red Words one at a time.

**(S)** Repeat the word, cross-clap while saying the letters in the word with a partner, and say the word again.



### Reading | 15 minutes

#### Fluency, Vocabulary, and Comprehension

Use Decodable Reader #02 and pages 00–00 in the *OG+ Fidelity Companion* to practice fluency, vocabulary, and comprehension.

**VOCABULARY** Review vocabulary words from Decodable Reader #02 by asking students to verbalize the meaning of each word and/or use the word in a sentence. This can be done as a whole-group, small-group, or partner activity.

**FLUENCY, COMPREHENSION, & WRITING** Students reread the decodable reader. Stop for discussion during reading and ask students to respond to the comprehension questions and the writing prompt provided at the end of the decodable portion of the text.

#### Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, *OG+ Student Book A*, or Originals)
- Instructional-level text
- Rich literature for oral language development
- *OG+ Comprehension Framework*

**VOCABULARY & COMPREHENSION** If students are utilizing the nonfiction text, discuss the additional vocabulary at the beginning of the “Building Background Knowledge” section. Then read this section aloud to students and discuss it.

**TEACHER TIPS**

- **FLUENCY** For additional reading fluency practice, students can use the “Phrase Reading Practice” page in their *OG+ Student Workbook A* or word- and sentence-reading pages available through IMSE LAB.
- While the decodable reader can be practiced in a whole-group setting, a small group is ideal. Students who accurately read the entire book during the last lesson can reread with a partner.
- **COMPREHENSION** Use IMSE’s Interactive Read-Aloud Routine on pages 00–00 in the *OG+ Fidelity Companion* when reading rich texts to build students’ language comprehension and speaking or writing skills.

**ADDITIONAL SUPPORTS**

- **FLUENCY** The “Get Ready to Read” section of the decodable reader or a Rapid Word Chart can be practiced again today if needed.
- **FLUENCY** Utilize the fluency pyramids available in IMSE LAB for students who need additional scaffolds to aid in fluent reading.

**Student Materials**

- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, or *OG+ Student Workbook A*)
- Instructional-level text
- Green and red highlighters

**Additional Materials if Needed**

- IMSE LAB fluency resources

DAY 4



**Word Chaining (Phoneme Manipulation) | 3 minutes**

Use the list below to continue practicing IMSE’s Word Chaining (Phoneme Manipulation) Routine. If needed, refer to Day 3 Word Chaining or page 00 in the *OG+ Fidelity Companion*.

Word List
did → lid → lad → had → hid → did → dim → him → ham → hat → hit → it → lit

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- IMSE Word-Building Kit

**Student Materials**

- IMSE Word-Building Kit



**Irregular Words: Red Words | 3 minutes**

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

### Review Red Words

Review 3–5 previously taught Red Words, including those from this week’s concept and any other Red Words that students have difficulty reading or spelling. The practice spelling assessment will include Red Words.

### Explosion (Volcano)

**(T)** Show or state the review Red Words one at a time.

**(S)** Repeat the word and spell it aloud, imitating an exploding volcano. Start at a whisper, get louder with each letter, and explode when saying the word at the end.



### Phonics: Spelling | 6 minutes

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student practice spelling assessment pages.

### Practice Spelling Assessment

Words	Red Words	Sentences
1. dig 2. Tim 3. hit 4. mid 5. lit	1. I 2. like	1. Tim did dig. 2. Tom got <u>the</u> lid.

**TEACHER TIP** Focus on accuracy. If students are not ready to write five words and two sentences, reduce the number of practice items. Continue to work toward the goal of building up to five words and two sentences.



### Reading | 20 minutes

#### Fluency, Vocabulary, and Comprehension

Use an additional Decodable Reader #02 and pages 00–00 in the *OG+ Fidelity Companion* to practice fluency, vocabulary, and comprehension.

#### Teacher Materials

- IMSE LAB dictation paper or *OG+ Student Workbook A*

#### Student Materials

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand
- CUPS Visual (desktop or poster size)
- Pencil

#### Teacher Materials

- *OG+ Fidelity Companion* pages 00–00
- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, *OG+ Student Book A*, or Originals)
- Instructional-level text
- Rich literature for oral language development
- *OG+ Comprehension Framework*

**NOTE:** MMW has been included next to words with multiple meanings.

Decodable Reader Title	Vocabulary Words	Spanish Cognates	Words Recommended for Explicit Teaching
<i>Tim, Dad, and the Hog</i> (F)	hog		hog
<i>A Dog for Tim</i> (F)	cot, tag, tot		
<i>Stop, Tot!</i> (NF)	cot, tot		attention, care, communicate, hog (MMW)
	Teacher Read-Aloud Section: attention, care, communicate	Teacher Read-Aloud Section: attention/atención, communicate/comunicar	

#### Student Materials

- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, or *OG+ Student Workbook A*)
- Instructional-level text
- Green and red highlighters

#### Additional Materials if Needed

- IMSE LAB fluency resources

**FLUENCY** Students use the “Get Ready to Read” section in the front of the **new** decodable reader to practice words and phrases included in the text.

**TEACHER TIP** If teachers are using IMSE’s Decodable Readers Fiction: Volume 1, a Rapid Word Chart can be created through IMSE LAB as a warm-up to reading the text.

**VOCABULARY** Introduce the vocabulary words found in the beginning of the decodable reader and discuss the definition of each word. Vocabulary words for each text are listed in the chart above. The words in the far right column that match the decodable reader being used are recommended for deeper, more explicit teaching through IMSE’s K–2 Vocabulary Routine. Slides for teaching using the Vocabulary Routine can be presented through IMSE LAB. Follow the steps on pages 00–00 in the *OG+ Fidelity Companion* for IMSE’s Vocabulary Routine.

**COMPREHENSION** Students read the decodable reader aloud. Stop for discussion throughout the book.

#### TEACHER TIPS

- **FLUENCY** For additional reading fluency practice, students can use the “Sentence Reading Practice” page in their *OG+ Student Workbook A* or word- and sentence-reading pages available through IMSE LAB.
- While the decodable reader can be practiced in a whole-group setting, a small group is ideal.
- If the decodable reader is not completed today, it can be continued during the next day’s lesson.

**ADDITIONAL SUPPORTS**

- **FLUENCY** Utilize the fluency pyramids available in IMSE LAB for students who need additional scaffolds to aid in fluent reading.
- **FLUENCY** Students who need support with fluency can reread the decodable reader practiced on Days 1–3 to provide additional repeated reading practice.

**DAY 5**



**Cumulative Review: Three-Part Drill | 8 minutes**

Follow the steps on pages 8–9 in the *OG+ Fidelity Companion* for IMSE’s Three-Part Drill Routine.

This review drill should be implemented daily or a minimum of 2–3 times per week.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00
- Review Phoneme/Grapheme Cards
- *Phoneme/Grapheme Chart*
- Blending Board

**Student Materials**

- Whiteboard and marker

**TEACHER TIPS**

- The “i” card was added to the Three-Part Drill review deck on Day 1.
- While working with foundational phoneme/grapheme connections, avoid “c” and “g” followed by “i” and “e,” and eventually “y” as a vowel, until soft “c” and “g” have been taught.

Visual	Auditory/Kinesthetic	Blending



**Cumulative Review: Vowel Intensive Drill | 2 minutes**

Follow the steps on pages 10–11 in the *OG+ Fidelity Companion* for IMSE’s Vowel Intensive Drill Routine.

The Vowel Intensive Drill is a review drill to practice short vowel sounds. Only use the vowels previously taught. This review drill should be implemented daily or a minimum of 2–3 times per week.

**Teacher Materials**

- *OG+ Fidelity Companion* pages 00–00

**Student Materials**

- Vowel Tents



**NOTE:** Vowels below in grayscale have not yet been taught and should not be reviewed.

V (The sound is . . .)	VC (The syllable is . . .)	CVC (The syllable is . . .)
/ă/	ag, ap, ab	lat, cad, zan
/ĕ/	et, en, eb	zeg, ren, med
/i/	ig, ib, im	lin, hib, fid
/ö/	ob, ot, oz	rom, hob, cog
/Û/	un, ud, ub	sup, pum, dut



**Irregular Words: Red Words | 3 minutes**

Review	Review Read-Only	New Red Words	New Read-Only Red Words
<i>the, was, is, a, on, and, to, for, go</i>	<i>orange, white</i>	<i>I, like</i>	<i>brown, stop</i>

**Review Red Words**

Review 3–5 previously taught Red Words, including those from this week’s concept and any other Red Words that students have difficulty reading or spelling. The spelling assessment will include Red Words.

**Armtapping**

**(T)** Show or state the Red Words one at a time.

**(S)** Read or repeat the word; armtap and state the letters aloud; restate the word.



**Phonics: Spelling (Assessment) | 6 minutes**

Administer a spelling assessment that includes phonetic words with the new concept, Red Words, and sentences.

**Teacher Materials**

- IMSE LAB dictation paper or *OG+ Student Workbook A*

**Student Materials**

- IMSE LAB dictation paper or *OG+ Student Workbook A*
- Fingertapping hand
- CUPS Visual (desktop or poster size)
- Pencil

**NOTE:** Use IMSE LAB or *OG+ Student Workbook A* for student spelling assessment pages.

### Spelling Assessment

Words	Red Words	Sentences
1. Tim 2. him 3. dig 4. dim 5. did	1. I 2. like	1. Mom lit <u>the</u> log. 2. Did Dot hit <u>the</u> log?

#### TEACHER TIPS

- Focus on accuracy. If students are not ready to write five words and two sentences, reduce the number of practice items. Continue to work toward the goal of building up to five words and two sentences.
- If 80% of students score 80% or better on the weekly assessment, move to the next concept. If not, reteach to ensure mastery. To reteach, focus on areas where students are having difficulty, and give them additional practice. These should be quick, focused lessons.



#### Reading | 20 minutes

#### Fluency, Vocabulary, and Comprehension

Use an additional Decodable Reader #02 and pages 00–00 in the *OG+ Fidelity Companion* to practice fluency, vocabulary, comprehension, and writing.

**VOCABULARY** Review vocabulary words for Decodable Reader #02 by asking students to verbalize the meaning of each word and/or use the word in a sentence. This can be done as a whole-group, small-group, or partner activity.

**FLUENCY, COMPREHENSION, & WRITING** Students reread the decodable reader. Stop for discussion during reading and ask students to respond to the comprehension questions and the writing prompt provided at the end of the decodable portion of the text.

**VOCABULARY & COMPREHENSION** If students are utilizing the nonfiction text, discuss the additional vocabulary at the beginning of the “Building Background Knowledge” section. Then read this section aloud to students and discuss it.

#### TEACHER TIPS

- While the decodable reader can be practiced in a whole-group setting, a small group is ideal. Students who accurately read the entire book during the last lesson can reread with a partner.

#### Teacher Materials

- OG+ Fidelity Companion* pages 00–00
- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, *OG+ Student Book A*, or Originals)
- Instructional-level text
- Rich literature for oral language development
- OG+ Comprehension Framework

#### Student Materials

- IMSE Decodable Reader #02
- Rapid Word Chart (Decodable Readers, IMSE LAB, or *OG+ Student Workbook A*)
- Instructional-level text
- Green and red highlighters

#### Additional Materials if Needed

- IMSE LAB fluency resources

- **FLUENCY** For additional reading fluency practice, students can use the “Passage Reading Practice” page in their *OG+ Student Workbook A*. Students can also practice rereading the week’s decodable readers.
- **FLUENCY** To individually assess students’ fluency (accuracy and rate), have them read the one-pager version of the text. A student and teacher copy can be found in your Digital Resources or in IMSE LAB.
- **VOCABULARY** Teachers can also use a vocabulary game to review vocabulary words. See Originals for vocabulary activities.
- **COMPREHENSION** Use IMSE’s Interactive Read-Aloud Routine on pages 00–00 in the *OG+ Fidelity Companion* when reading rich texts to build students’ language comprehension and speaking or writing skills.

#### ADDITIONAL SUPPORTS

- **FLUENCY** The “Get Ready to Read” section of the decodable reader or a Rapid Word Chart can be practiced again today if needed.
- **FLUENCY** Utilize the fluency pyramids available in IMSE LAB for students who need additional scaffolds to aid in fluent reading.
- **FLUENCY** Students who need support with fluency can reread the decodable reader practiced earlier in the week to provide additional repeated reading practice.



# ENGLISH LEARNER SUPPORTS

IMSE provides valuable support for English Learners (ELs) and their educators through a robust suite of resources. Current webinars like "English Learners: Practices to Support and Enhance Their Classroom Experiences," "Linguistically Diverse Students: Who They Are and What They Can Do," and "Translanguaging: Unlocking the 'Why' and the 'How'" offer foundational knowledge and practical strategies.

Upcoming webinars focusing on Spanish/English sound transfers will further equip teachers to leverage specific linguistic assets. Additionally, IMSE's new Culturally Responsive Teaching Course emphasizes inclusive and relevant learning environments. These resources empower teachers with the knowledge and tools necessary to foster academic success for all learners.

**Example Visuals**

- Videos
- Objects
- Diagrams
- Timelines
- Maps

**Español/English Cognates**

Concept 1: Mm/m/

Picture	Español	English
	macarrones	macaroni
	mamá	mom
	mapa	map
	marzo	March
	mascara	mask
	matemáticas	mathematics
	metal	metal
	minuto	minute
	moneda	money
	música	music

**Part 2: Linguistically Diverse Students: Who They Are and What They Can Do**

Sept. 24, 2024, 4 p.m.

Watch Now

Access PDF

IMSE's cross-linguistic connections and cognate lists will support Spanish-speaking students as they add English to their existing language repertoires. At IMSE, we believe teacher knowledge is the catalyst for student growth. Our new EL tools and strategies were specifically designed to support students' classroom experiences while expanding teachers' knowledge of linguistic diversity. Understanding these elements allows teachers to connect languages and scaffold learning in a way that directly benefits the academic growth of multilingual learners.



### Spanish/English Phoneme Transfer Chart

This Spanish/English phoneme transfer chart provides educators with a bird's-eye view of IMSE's *Cross-Linguistic Connections* and the degrees of sound transferability between the two languages. Educators can find more information about each sound by visiting the indicated teacher guide and page number.

For the kindergarten sequence, every concept is included in this chart. For Grades 1 and 2, only concepts that introduce a new sound (i.e., a phoneme not introduced in kindergarten) are included here.

Additional Support for English Learners

Grade Level	Phoneme	Concept	Page #	Full Transfer	Partial Transfer	No Transfer
Kindergarten	/m/	1	00	X		
	/ã/	2	00			X
	/l/	3	00	X		
	/ô/	4	00			X
	/h/	5	00		X	
	/g/	6	00		X	
	/k/	7, 12	00	X		
	/d/	8	00			X
	/t/	9	00	X		
	/i/	10	00			X
	/j/	11	00			X
	/k/	12, 7	00	X		
	/p/	13	00	X		
	/ü/	14	00			X
	/b/	15	00	X		
	/r/	16	00			X
	/f/	17	00	X		
	/n/	18	00	X		
	/ë/	19	00	X		
	/s/	20	00	X		
	/w/	21	00	X		
	/y/	22	00	X		
	/v/	23	00	X		
	/ks/	24	00	X		
	/z/	25	00			X
	/kw/	26	00		X	
	Long Vowels (/ã/, /ë/, /i/, /ô/, /yõõ/)	27	00		X	
	/ch/	28	00	X		
	/sh/	29	00			X
	/TH/	30	00		X	
	/th/	31	00			X
	/w/ or /hw/	32	00		X	

Spanish/English Phoneme Transfer Chart Located in the front of IMSE's Teacher Guides

**Key:**

**Full Transfer:** These phonemes and graphemes are the same in Spanish and English. Instruction should be intentional and focus on helping students connect the skills from their first language to the language of school.

**Partial Transfer:** These phonemes exist in Spanish, but the grapheme is different. Students should receive explicit instruction to bridge their knowledge of the sound to the grapheme in English. Intentional practice is needed to acquire automatic retrieval of these phoneme-grapheme relationships.

**No Transfer:** These phonemes do not exist in Spanish. Students should receive explicit and direct instruction on how to produce these sounds. Intentional practice is needed for students to achieve automaticity of these sounds.

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



## Phonological Awareness Diagnostic Assessment

### Spanish

**Directions:** This assessment should be individually administered by a Spanish-speaking professional in a distraction-free environment. Read the directions listed within the section aloud to the student and model the “Teacher Model” item for the section. If the student does not answer an assessment item within three seconds, count the response as incorrect and move on to the next item within the section. Test items may be repeated once upon student request.

**Discontinue Rule:** If the student gives incorrect responses for three or more questions across two consecutive sections, discontinue the test.

**Mastery:** A skill is considered mastered if students provide a correct response for at least five out of six items in a section.

### Early Skills

1. Onset and Rime Blending		
<b>Directions:</b> Voy a decir una palabra en dos partes y quiero que juntes las partes de la palabra y digas la palabra completa.		
<b>Teacher Model:</b> Aquí hay un ejemplo.		
/p/ /es/	¿Qué palabra?	pez
¡Ahora es tu turno!		
Teacher Prompt		Student Response
1. /m/ /al/	¿Qué palabra?	mal <input type="checkbox"/>
2. /v/ /os/	¿Qué palabra?	voz <input type="checkbox"/>
3. /s/ /ol/	¿Qué palabra?	sol <input type="checkbox"/>
4. /t/ /al/	¿Qué palabra?	tal <input type="checkbox"/>
5. /p/ /or/	¿Qué palabra?	por <input type="checkbox"/>
6. /d/ /os/	¿Qué palabra?	dos <input type="checkbox"/>
<b>Onset and Rime Blending Total</b>		<b>Total: _____/6</b>

PA Assessment  
available in  
Spanish