

# BIGGER. BETTER.

IMSE is bringing you more  
than ever before.

NEW PROGRAMS

NEW TOOLS

NEW SERVICES



institute for  
multi-sensory  
education



# YOU ASKED. WE ANSWERED

## MORE THAN EVER BEFORE FROM IMSE

Expanding our offerings and support, in 2025, IMSE is launching more ways to bring our acclaimed Structured Literacy programs and PD to teachers and districts. Across the board, these new offerings are crafted for teachers by teachers, easy to use and implement, and designed for easy-to-see impact.

### PRODUCTS

#### ORTON-GILLINGHAM PLUS CURRICULUM

- Detailed daily lesson plans and student workbooks are needed to help teachers be efficient and create an immediate impact.
- Available: May 2025

#### CLASSROOM KITS

- All-in-one classroom toolboxes that kickstart OG+ or Morphology+ instruction with student and teacher materials.
- Available: May 2025

#### IMSE LAB

- An online companion platform that brings digital lessons and assessments to OG+ instruction.
- Available: May 2025

#### ASYNCHRONOUS TRAININGS

- Our acclaimed OG+ and Morphology+ trainings – on-demand for the first time.
- Available: May 2025

#### IMSE Pre-K

- Course for Pre-K teachers to build foundational literacy skills in younger students.
- Available: Summer 2025

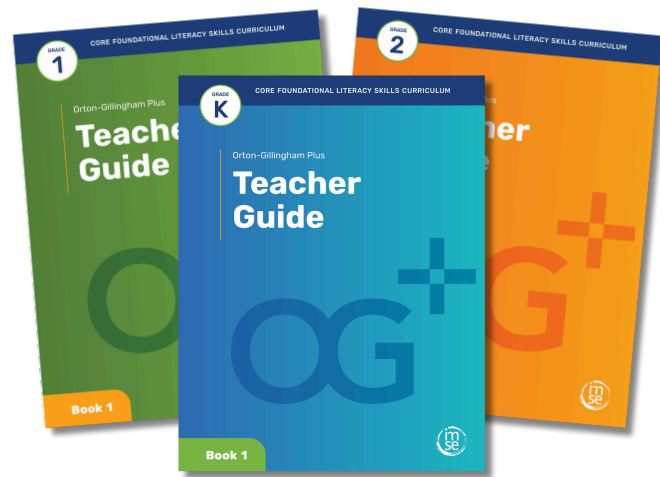
### SERVICES

#### CONSULTING

- Custom district recommendations to make systemic literacy change possible.
- Available now



# ORTON-GILLINGHAM PLUS



Discover a revamped, comprehensive IMSE curriculum that brings ease to classroom instruction and delivers proven results. With updated teacher guides and student workbooks, an all-new OG+ Fidelity Companion to ensure close alignment with IMSE's unique Structured Literacy method, training manuals, and essential classroom supplies, the Core Foundational Literacy Skills curriculum offers everything teachers need to help all students read.

**Enhanced for today's classrooms while staying true to IMSE's proven approach—everything you love, now even better.**

## What's New

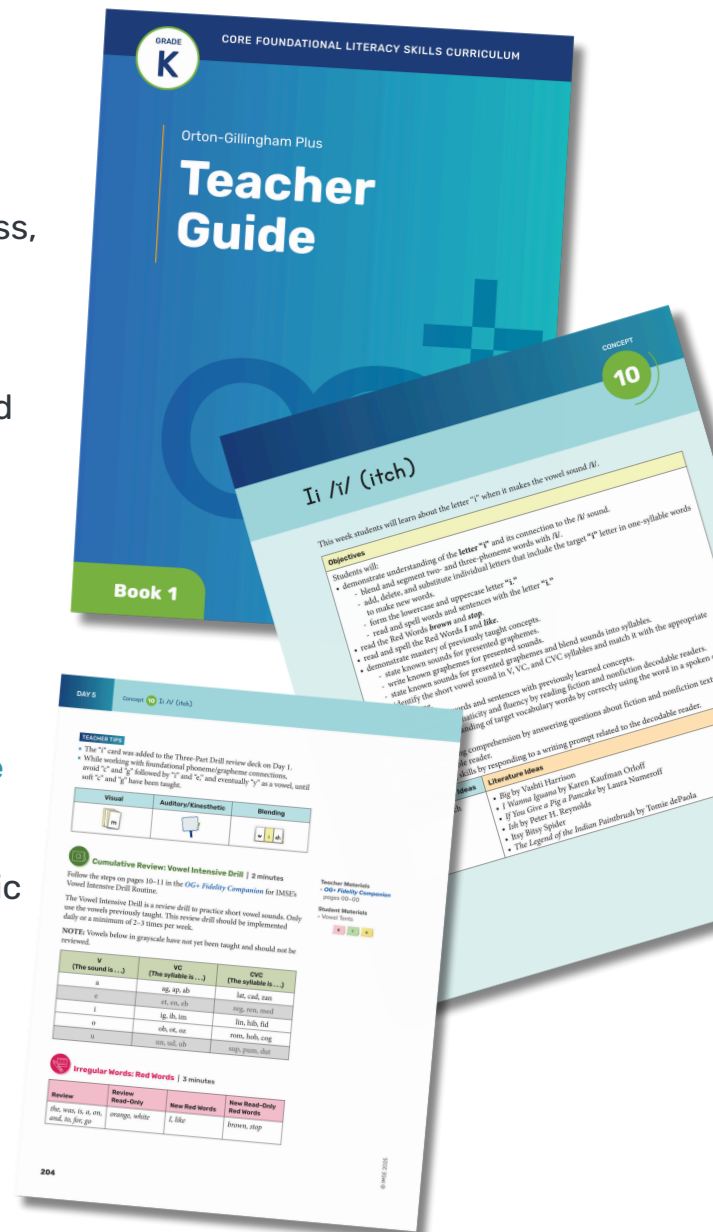
- **Updated** Teacher Guides (K-2)
- **Updated** Student Workbooks
- **NEW** Fidelity Companion Guide
- **NEW** Word-Building Kit

# OG+ TEACHER GUIDES

Made for teachers by teachers, 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 | Literature Ideas |
|----------------------|------------------|
|----------------------|------------------|

|   |  |
|---|--|
| macaroni, magazine, marble, marshmallow, mask, milkshake, mitten, money, moon, mouse, muffin, music | <ul style="list-style-type: none"> <li>• <i>Hugh Manatee for President</i> by Carla Siravo</li> <li>• <i>If You Give a Moose a Muffin</i> by Laura Numeroff</li> <li>• <i>If You Give a Mouse a Cookie</i> by Laura Numeroff</li> <li>• <i>In My Mosque</i> by M.O. Yuksel</li> <li>• <i>M Is for Melanin: A Celebration of the Black Child</i> by Tiffany Rose</li> <li>• <i>Madeline</i> by Ludwig Bemelmans</li> <li>• <i>The Math Curse</i> by Jon Scieszka and Lane Smith</li> <li>• <i>Matilda</i> by Roald Dahl</li> <li>• <i>Mixed Me</i> by Taye Diggs</li> <li>• <i>“More More More,” Said the Baby</i> by Vera Williams</li> <li>• <i>Mouse Count</i> by Ellen Walsh</li> <li>• <i>Muggie Maggie</i> by Beverly Cleary</li> </ul> |
|---|--|

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

Material 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).



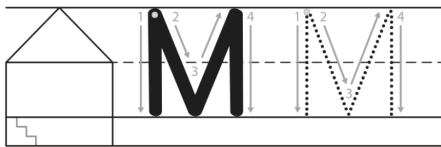
**Review the New Concept** | (Optional – 5 minutes)  
Options for Whole-Group Instruction/Centers/Small-Group Instruction (Days 2–5)

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><br/>/i/ /k/ (ick)<br/>/i/ /f/ (if)</p> <p><b>Medial:</b><br/>/s/ /i/ /t/ (sit)<br/>/t/ /i/ /p/ (tip)<br/>/l/ /i/ /p/ (lip)</p> | <p><b>Initial:</b><br/>in (/i/ /n/)<br/>it (/i/ /t/)</p> <p><b>Medial:</b><br/>pit (/p/ /i/ /t/)<br/>sip (/s/ /i/ /p/)<br/>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<br>(The sound is . . .) | VC<br>(The syllable is . . .) | CVC<br>(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 /ĕ/ as in *lima* (pronounced *lĕ-mah*), which means *lime*, and *nido* (pronounced *nĕ-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/ | /ĕ/ | /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 **h**id **s**ix **w**igs. 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:

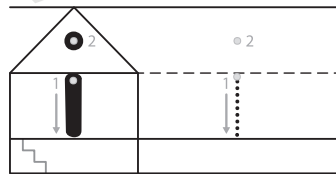
- Phonics, Orthography, Morphology: Discuss the position of the target concept in the words.
- Vocabulary: Provide a student-friendly definition of words containing the target concept sound.
- Fluency: Read aloud a phrase or sentence from the text with the target sound. Ask students to echo the phrase 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<br>2. mid<br>3. him<br>4. did<br>5. it | 1. <u>The</u> <u>log</u> <u>was</u> lit.<br>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)

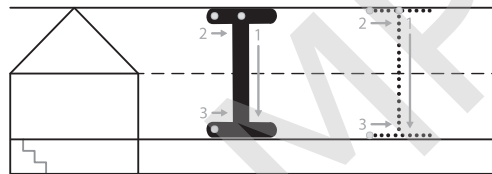
Options for Whole-Group Instruction/Centers/Small-Group Instruction  
(Days 2-5)

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<br>2. lit<br>3. mit*<br>4. hid<br>5. lid           | 1. Dad hid <u>the</u> hot cat.<br>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 |
|--------|----------------------|----------|
|        |                      |          |



**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<br>(The sound is . . .) | VC<br>(The syllable is . . .) | CVC<br>(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                  |

**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<br>2. Tim<br>3. dim<br>4. dig<br>5. lid | 1. Dot had <u>the</u> hot lid.<br>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<br>2. Tim<br>3. hit<br>4. mid<br>5. lit | 1. I<br>2. like | 1. Tim did dig.<br>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<br>(The sound is . . .) | VC<br>(The syllable is . . .) | CVC<br>(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<br>2. him<br>3. dig<br>4. dim<br>5. did | 1. I<br>2. like | 1. Mom lit <u>the</u> log.<br>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.



# STUDENT WORKBOOKS

## THREE BOOKS PER GRADE LEVEL

Ignite reading success with our OG+ Student Workbooks! Packed with engaging activities, from "Spot the Sounds & Spell the Sound" for phonics mastery to **guided handwriting practice**. Watch reading skills soar with our structured approach, progressing seamlessly from **rapid word charts** to **fluent passage reading**.

**Daily dictation** reinforces learning, and **built-in assessments** perfectly complement the Teacher Guides, creating a powerful learning system. Plus, the **student-friendly design** and **expanded reading practice**, including a **gradual build-up to passage reading**, make learning fun and effective. Give your students the tools they need to thrive.





abc **Lowercase Letter Formation**

Practice writing the lowercase "m" in your best handwriting.

Handwriting practice lines for lowercase 'm'. Each row starts with a house icon. The first row shows 'm' with stroke order numbers 1, 2, and 3. The second row shows a solid 'm' and a dashed 'm' for tracing. The third and fourth rows show a solid 'm' followed by blank space for independent practice.

ABC **Uppercase Letter Formation**

Practice writing the uppercase "M" in your best handwriting.

Handwriting practice lines for uppercase 'M'. Each row starts with a house icon. The first row shows 'M' with stroke order numbers 1, 2, 3, and 4. The second row shows a solid 'M' and a dashed 'M' for tracing. The third and fourth rows show a solid 'M' followed by blank space for independent practice.

Uppercase and Lowercase Letter Formation practice pages

Workbook visuals clarify concepts, bridge language gaps, and enhance learning for all students.

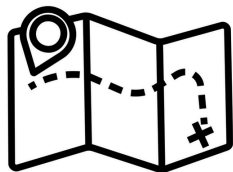
Workbooks adhere to a clear, repeatable pattern, fostering familiarity and efficient learning.

👉 **Spell the Sounds**

Fill in the blank with the missing sound to complete the word.



ad



ap



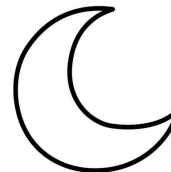
at

👉 **Spell the Sounds**

Fill in the blank with the missing sound to complete the v



ix



oor



op



Ii /i/



CONCEPT

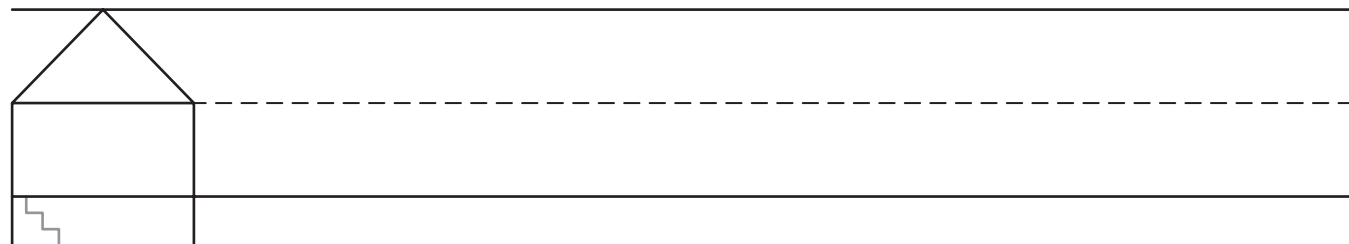
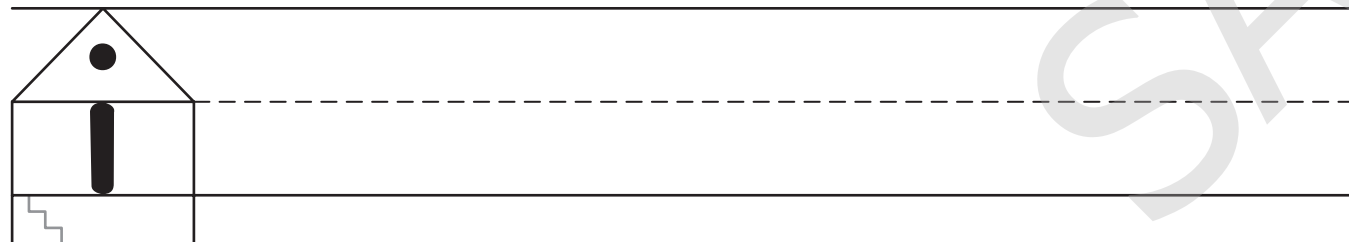
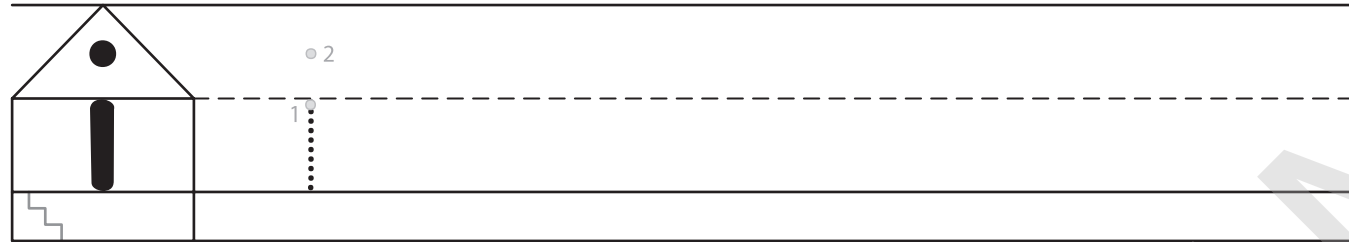
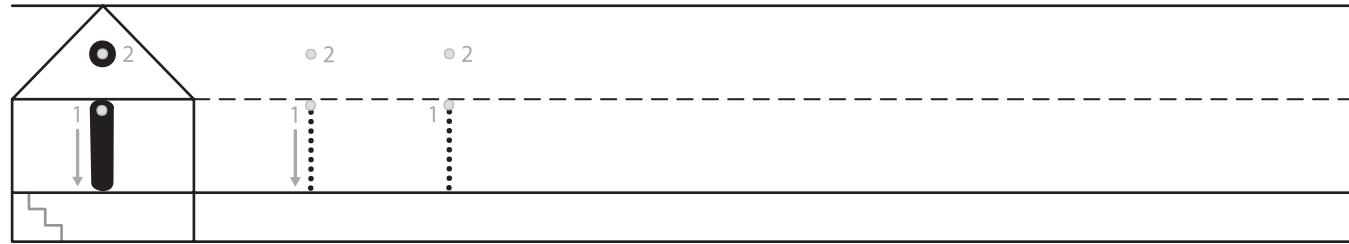
10

DAY 1

abc

# Lowercase Letter Formation

Practice writing the lowercase "i" in your best handwriting.



# Dictation

DAY 1

Words

Rewrite

1.

i

2.

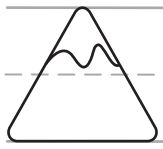

3.

4.

5.



# Sentences

DAY 1

1.  \_\_\_\_\_ 

## Rewrite

- C
- U
- P
- S

2.  \_\_\_\_\_ 

## Rewrite

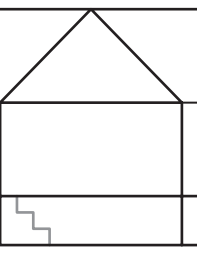
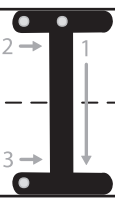

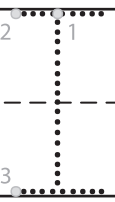
- C
- U
- P
- S

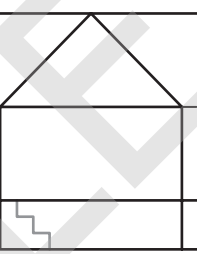

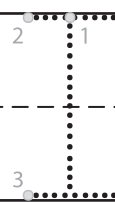
# Uppercase Letter Formation

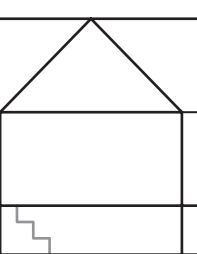

ABC

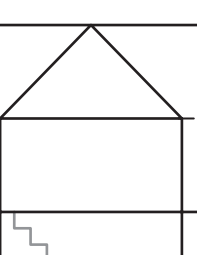
DAY 2

Practice writing the uppercase "I" in your best handwriting.





# Dictation

## Words

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Rewrite

\_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



\_\_\_\_\_

3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



\_\_\_\_\_

4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



\_\_\_\_\_

5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



\_\_\_\_\_

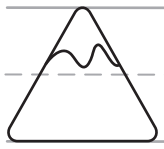
## Red Words

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

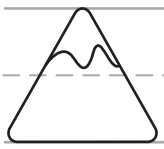
## Sentences

1.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_

## Rewrite

\_\_\_\_\_

2.  \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_

## Rewrite

\_\_\_\_\_

- C
- U
- P
- S

- C
- U
- P
- S



# Word Reading Practice

DAY 2

Read each word carefully. Focus on reading the words correctly before reading them quickly.

## Words

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| dig | him | did | it  | hit |
| did | dog | hit | hog | it  |
| him | it  | hog | dig | dog |

## Red Words

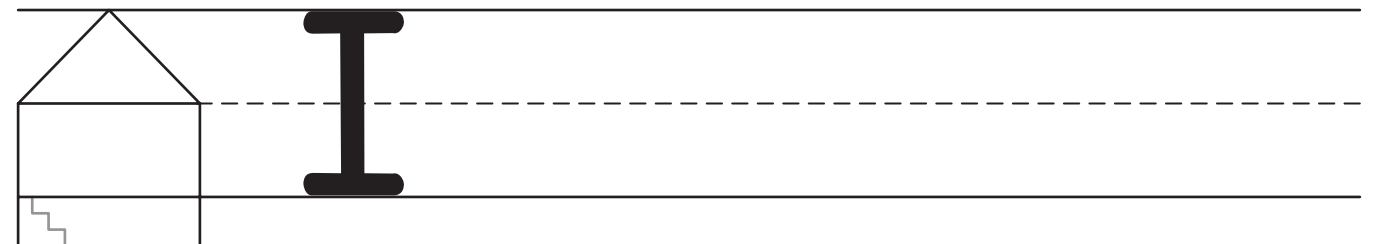
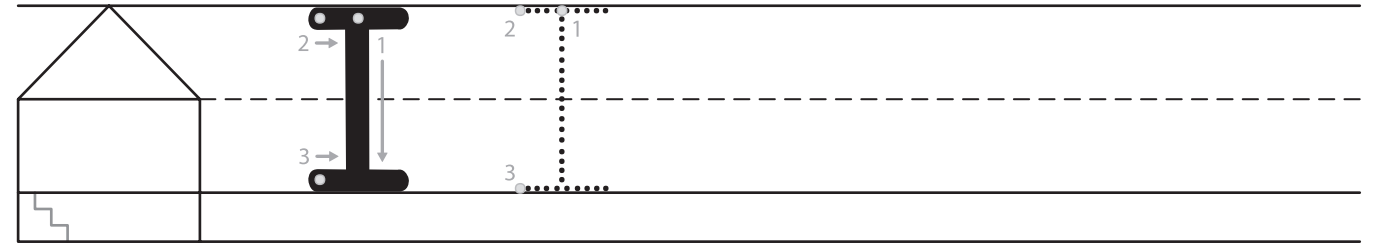
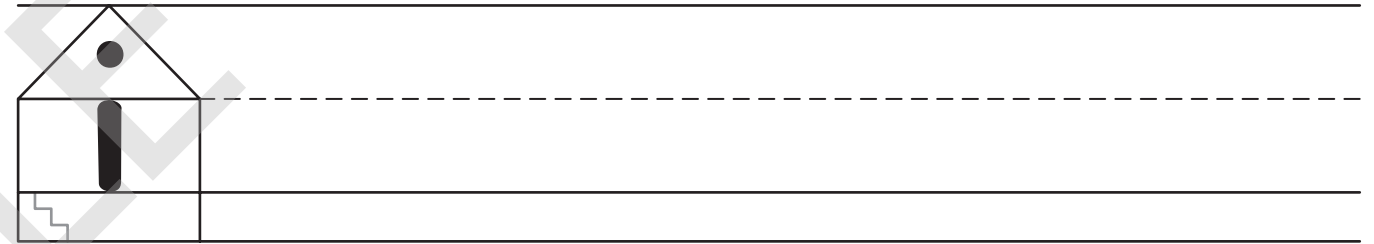
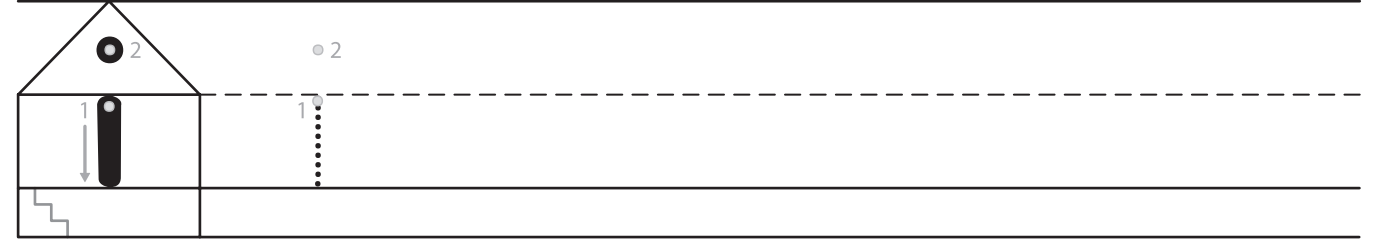
|     |       |     |       |     |
|-----|-------|-----|-------|-----|
| the | is    | a   | white | and |
| a   | white | and | the   | is  |

abc

# Handwriting Practice

DAY 3

Practice writing the letter "i" in your best handwriting.





# Dictation

## Words

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Rewrite

\_\_\_\_\_

2.

3.

4.

5.

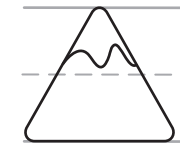
## Red Words

1. \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_

## Sentences

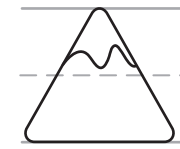
1.



\_\_\_\_\_ □

## Rewrite

2.



\_\_\_\_\_ □

## Rewrite

- C
- U
- P
- S

- C
- U
- P
- S



# Phrase Reading Practice

DAY 3

Read each phrase carefully. Focus on reading each word correctly before reading the phrases smoothly and quickly.

the dog

did stop

is brown

and the hog

is white

a dog and a hog



# Practice Spelling Assessment

DAY 4

## Words

1.

2.

3.

4.

5.

## Red Words

1.

2.

## Sentences

1.

2.



# Sentence Reading Practice

DAY 4

Read each sentence carefully. Focus on reading each word correctly before reading the sentences smoothly and quickly.

|                             |
|-----------------------------|
| 1. The dog did stop.        |
| 2. The hog is brown.        |
| 3. Did the dog stop?        |
| 4. The dog is white.        |
| 5. The dog and the hog dig. |



# Spelling Assessment

DAY 5

## Words

|                            |                            |
|----------------------------|----------------------------|
| 1. _____<br>-----<br>_____ | 4. _____<br>-----<br>_____ |
| 2. _____<br>-----<br>_____ | 5. _____<br>-----<br>_____ |
| 3. _____<br>-----<br>_____ |                            |

## Red Words

|                            |                            |
|----------------------------|----------------------------|
| 1. _____<br>-----<br>_____ | 2. _____<br>-----<br>_____ |
|----------------------------|----------------------------|

## Sentences

|  |
|--|
| 1. _____<br>-----<br>_____<br>_____<br>-----<br>_____<br>_____ |
| 2. _____<br>-----<br>_____<br>_____<br>-----<br>_____<br>_____ |

# 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.

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

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<br>(/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



# FIDELITY COMPANION GUIDE

## 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.<br>• 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.<br><b>(T) Eyes on me. Spell /br/. Repeat.</b><br>Prompt students to show their whiteboard. 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.<br><b>(S) /br/ "br" spells /br/. Write the letter(s) and underline it from left to right where the letter(s) sits on the line.</b><br>Hold up the whiteboard to show the teacher. |
| 3    | Blending             | Separate the cards into three piles—CVC/CVC.<br><b>(T) Point to each letter and sweep.</b><br>Initial Cards: l, h, c, j, k, f, s, w, y, v, z, qu, ch, th, sh<br>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><br><b>(S) Give a thumbs up for real words.</b>  |

**TEACHER TIPS**

**Visual**

- Kindergarten: The students can state the letter name and sound.

**Auditory/Kinesthetic**

- Reinforce students if there is more than one way to spell a sound by saying, "You know \_\_\_\_ ways to spell this. Spell /J/. Repeat."
- For example:
  - (S) /k/. "k" spells /k/, and "x" spells /k/. 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**

| Misuses & Corrective Feedback   | Blending   | Segmenting  |
|---|--|---|
| <p><b>Pause and Praise</b> (what was correct)</p> <p><b>P</b> Identify the error (what was incorrect)</p> <p><b>I</b> Model the correction (Teacher)</p> <p><b>M</b> Students practice the correction</p> <p><b>S</b></p> | <p><b>Error: missing phoneme in blended syllable</b></p> <p><b>(T) Blend these sounds:</b> /j/ /u/ /m/ /p/.<br/><b>(S) Jump.</b><br/><b>(T) Let's practice. Good job stating the sound before sound. Let's listen to the ending sounds. In /j/ /u/ /m/ /p/, we hear an ending blend: /mp/. Listen. My lips are pressed together for the voiced sound /m/ and my lips pop open as the air flow stops for the unvoiced sound /p/ at the end. Jump unvoiced sound /p/ on the end. /j/ /u/ /m/ /p/.<br/><b>(S) Jump.</b><br/><b>(T) Yes, you've got it! Let's try another one.</b></b></p> | <p><b>Error: kept the ending blend together</b></p> <p><b>(T) Segment the sounds in this syllable—jump.</b><br/><b>(S) /j/ /u/ /m/ /p/.</b><br/><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 both hear each sound. When I segment hear each sound in jump, I will pull each sound apart: /j/ /u/ /m/ /p/. Now you try. Segment jump.</b><br/><b>(S) /j/ /u/ /m/ /p/.</b><br/><b>(T) That's right! We hear four sounds in the word jump. Let's try another one.</b></p> |

**Differentiation**

→ the number of sounds in a word when

| Step | Teacher Role   | Student Role  |
|------|--|---|
| 1    | Model tracing the solid letter with a finger one time while saying the letter name and sound.<br><b>(T) "m" spells /m/ while tracing the solid letter.</b>                 | Trace the solid letter with a finger one time while saying the letter name and sound. |
| 2    | With students trace the solid letter with a finger one time while saying the letter name and sound.<br><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.                  |

**Phonics: Teaching a New Concept (m—m)**

| Step | Part             | Teacher Role   | Student Role  |
|------|------------------|--|---|
| 1    | Phonics          | • Model the sound of the phoneme /m/ and the letter m.<br>• Use the phoneme chart to dictate the sound of the phoneme /m/ and the letter m.<br>• Use the letter formation chart to show the stroke order for writing the letter m.   | • Say the sound of the phoneme /m/ and the letter m.<br>• Write the letter m on a whiteboard or paper.  |
| 2    | Blending         | • Separate the cards into three piles—CVC/CVC.<br>• Point to each letter and sweep.<br>• Initial Cards: l, h, c, j, k, f, s, w, y, v, z, qu, ch, th, sh<br>• Final Cards: m, p, d, t, p, b, n, x, sh   | • Say the sound for each letter and blend into a syllable.<br>• Give a thumbs up for real words.  |
| 3    | Letter Formation | • Model tracing the solid letter with a finger one time while saying the letter name and sound.<br>• With students trace the solid letter with a finger one time while saying the letter name and sound.<br>• (T) "m" spells /m/ while tracing the letter with one finger. | • Trace the solid letter with a finger one time while saying the letter name and sound.<br>• Trace with a finger one time while saying the letter name and sound. |
| 4    | Letter Formation | • Model tracing the solid letter with a finger one time while saying the letter name and sound.<br>• With students trace the solid letter with a finger one time while saying the letter name and sound.<br>• (T) "m" spells /m/ while tracing the letter with one finger. | • Trace the solid letter with a finger one time while saying the letter name and sound.<br>• Trace with a finger one time while saying the letter name and sound. |
| 5    | Letter Formation | • Model tracing the solid letter with a finger one time while saying the letter name and sound.<br>• With students trace the solid letter with a finger one time while saying the letter name and sound.<br>• (T) "m" spells /m/ while tracing the letter with one finger. | • Trace the solid letter with a finger one time while saying the letter name and sound.<br>• Trace with a finger one time while saying the letter name and sound. |

**Letter Formation**

Write the letter m on a whiteboard or paper.

Write the letter m on a whiteboard or paper.

Write the letter m on a whiteboard or paper.

Write the letter m on a whiteboard or paper.

# WORD-BUILDING KIT



Unlock the full potential of OG+ with IMSE's Word-Building Kit! This comprehensive kit empowers students to master essential literacy skills, from phoneme manipulation and spelling to word chaining and morphology. Seamlessly integrated with your OG+ Teacher Guide, the kit provides engaging activities that build phonemic awareness, blending, segmenting, and more. Give your students the tools they need to become confident readers and writers.

# OG<sup>+</sup> & MORPHOLOGY<sup>+</sup> CLASSROOM KITS

Empower your teachers and ignite student success with our all-in-one classroom toolboxes, meticulously crafted to deliver everything needed for seamless implementation of our proven Structured Literacy methods. These comprehensive kits provide both teacher and student materials, ensuring educators have the resources to confidently and effectively utilize our Orton-Gillingham Plus and Morphology Plus programs with fidelity, leading to demonstrable gains in literacy achievement.

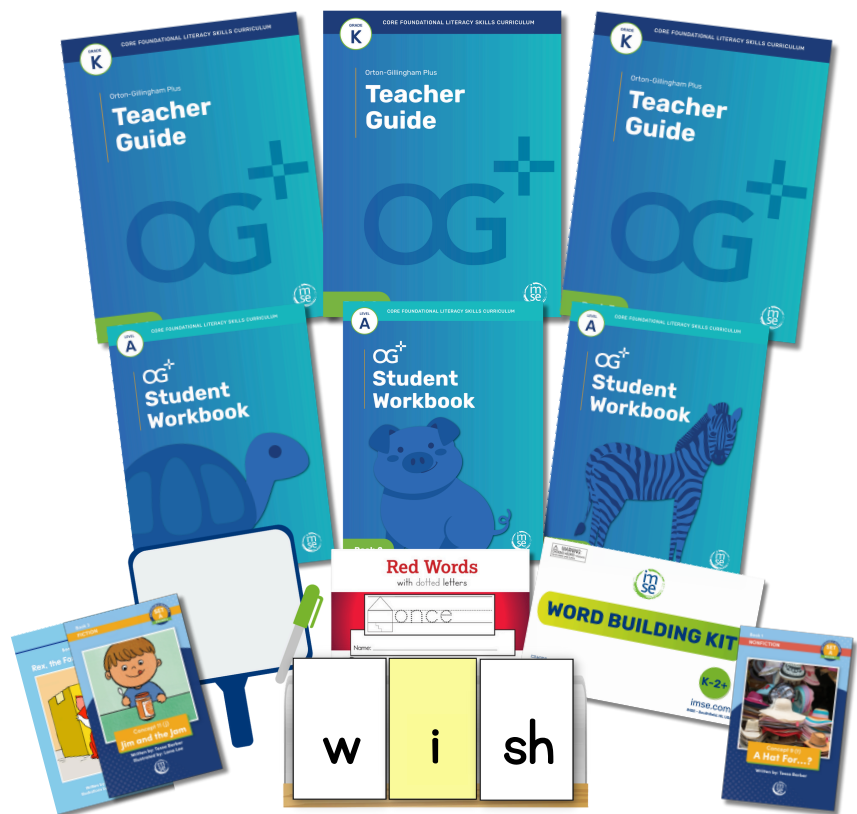
## KIT OPTIONS

### OG+ Kits:

- Educator Kit
- Student Kit (for 25 students)
- Intervention Kit
- Complete Classroom Kit

### Morphology+ Kits:

- Educator Kit,
- Student Kit (for 25 students)
- Intervention Kit
- Complete Classroom Kit



Pre-sale: March 2025 | Available: June 2025

# OG<sup>+</sup> & MORPHOLOGY<sup>+</sup>

## PRICING

### EDUCATOR KITS

|   |         |
|---|---------|
| Orton-Gillingham Plus Educator Kit - Kindergarten                         | \$825   |
| Orton-Gillingham Plus Educator Kit - 1st Grade                            | \$825   |
| Orton-Gillingham Plus Educator Kit - 2nd Grade                            | \$825   |
| Orton-Gillingham Plus Lift Intervention Educator Kit - Kindergarten- 3rd+ | \$1,000 |
| Morphology Plus Educator Kit  | \$825   |

### STUDENT KITS

|  |         |
|--|---------|
| Orton-Gillingham Plus Student Kit - Kindergarten (25 students)                         | \$1,250 |
| Orton-Gillingham Plus Student Kit - 1st Grade (25 students)                            | \$1,250 |
| Orton-Gillingham Plus Student Kit - 2nd Grade (25 students)                            | \$1,250 |
| Orton-Gillingham Plus Student Kit - 3rd grade  | \$675   |
| Orton-Gillingham Plus Lift Intervention Classroom Kit - Kindergarten-3rd+ (5 students) | \$575   |
| Morphology Plus Classroom Kit (25 students)  | \$1,400 |

# OG<sup>+</sup> & MORPHOLOGY<sup>+</sup>

## PRICING

### COMPLETE CLASSROOM KITS

|   |         |
|---|---------|
| Orton-Gillingham Plus Complete Classroom Kit - Kindergarten                                     | \$2,225 |
| Orton-Gillingham Plus Complete Classroom Kit - 1st Grade  | \$2,225 |
| Orton-Gillingham Plus Complete Classroom Kit - 2nd Grade  | \$2,225 |
| Orton-Gillingham Plus Complete Classroom Kit - 2nd grade educator and 3rd grade student         | \$1,350 |
| Orton-Gillingham Plus Lift Intervention Complete Classroom Kit - Kindergarten-3rd+ (5 students) | \$1,575 |
| Morphology Plus Complete Classroom Kit  | \$2,225 |

### TRAINING

|  |        |
|--|--------|
| OG+ or Morphology+ Live/Virtual Course | \$1500 |
| OG+ Intervention Live/Virtual Course   | \$1750 |
| OG+ or Morphology+ Asynchronous Course | \$1350 |
| OG+ Intervention Asynchronous Course   | \$1500 |
| Voucher for Asynchronous Course add-on | \$600  |
| Voucher for Live/Virtual course add-on | \$750  |

# ASYNCHRONOUS

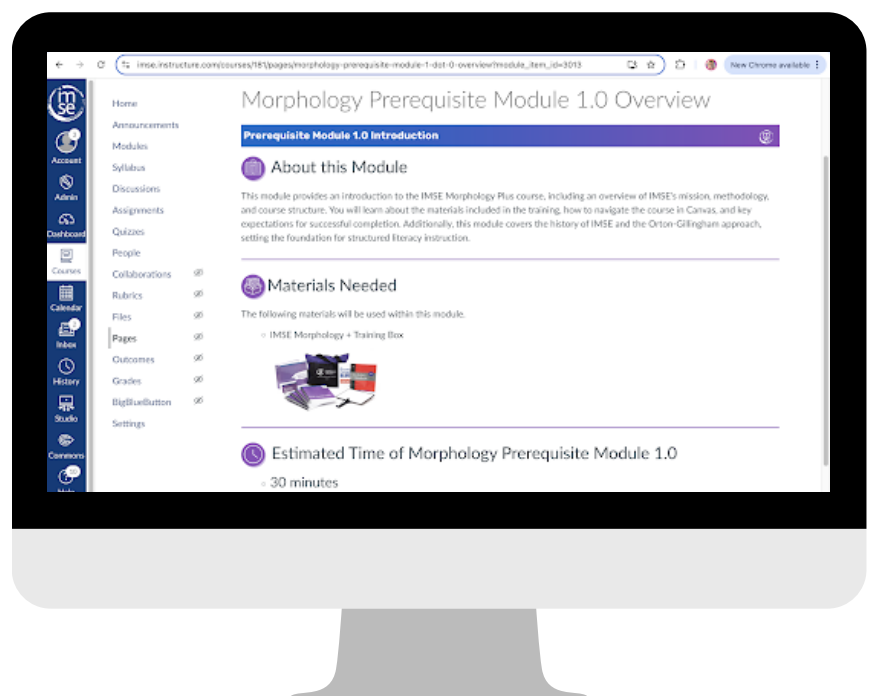
# OG<sup>+</sup> & MORPHOLOGY<sup>+</sup>

## THE BEST OF IMSE. ON-DEMAND.

For the first time, experience IMSE's renowned Orton-Gillingham Plus and Morphology Plus courses **on your own time**. With Morphology Plus on-demand courses set to launch in the spring of 2025 and Orton-Gillingham Plus courses to follow in the summer, new ways to experience the best of IMSE are just around the corner. This exclusive asynchronous continuing education opportunity offers proven Orton-Gillingham and Morphology training in an **on-demand format**, giving you access to IMSE in an all-new way.

Along with bringing IMSE's unique Structured Literacy approach to educators wherever they are, asynchronous training allows participants to learn in a way that suits them. **Pause, rewind, and rewatch lessons, and fit learning into your schedule**, not vice versa. For added support, the Practice Sessions offer multiple opportunities for **live support sessions with IMSE-certified instructors**.

**Morphology+ Available: March 2025**  
**OG+ Available: June 2025**







IMSE LAB is a lesson planning and assessment platform that brings IMSE OG+ to vibrant digital life. It is the ultimate companion to IMSE's Orton-Gillingham Plus program. IMSE LAB is designed to engage students with digital lessons, assessments, and a collection of resources, including instructional videos, an implementation library, and family connection letters in English and Spanish. This indispensable platform saves teachers time and frees them up to focus on their students.

Plus, those who want to create custom lessons and assessments can quickly do so to bring their own resources alongside the IMSE-provided materials. IMSE LAB adds the depth and breadth of digital to IMSE's unparalleled approach to Structured Literacy.

## What's New

- **LESSON LIBRARY:** includes videos, kindergarten sound scenes, slides, and worksheet templates.
- **LESSON BUILDER:** customize materials and lessons for instruction and intervention
- **ASSESSMENTS:** interactive, weekly, and customizable assessments and Custom groups for progress monitoring.



# LESSON LIBRARY

Looking for engaging digital resources that align with your IMSE Orton-Gillingham scope and sequence? Look no further! Our IMSE LAB Lesson Library includes captivating animated videos for new concept introduction and letter formation, immersive sound scene illustrations designed for Kindergarten, interactive slides, and worksheet templates. Say goodbye to lesson planning stress and hello to excited learners!

- Vocabulary slides
- Resources for teaching English Learners
- Family Connection Letters
- Fluency pyramids
- Multimedia Content for All Concepts

**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       |

**Family Connection**

About Mm /m/

**Conexión Familiar**

Acerca de Mm /m/

**Practice the Beginning Sound /m/**

**Practica el sonido inicial /m/**

**Review**

**Red Word** the

**Palabra Irregular/Roja** the

**Español/English Cognates**

**Español:** macarrones  
**English:** macaroni

**Cognate**

English: communicate  
Español: comunicar

**Cognate**

English: attention  
Español: atención



# FAMILY CONNECTION LETTERS

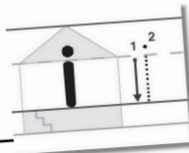
## Family Connection

### About Ii /i/

This week, your child is learning about the letter i, as in the word itch. This includes practicing how to write it, pronounce its sound, and use it in short words while reading and writing. You are also discovering that this sound can be found in the middle of familiar words, such as hid.

Your support at home makes a huge difference in your child's progress. If your child has trouble practicing, please repeat activities and reach out for additional support. If your child is doing well, take on more challenges, consider extending their learning by having them practice writing a new letter, review letters, and new Red Words in their best handwriting.

Thank you for your continued partnership in your child's education.



### Practice Reading Ii /i/ Words

Have your child point to each word as they read them aloud. If your child makes a mistake, immediately draw their attention to the part of the word they missed and have them read the word again. If they still struggle reading the word, say the word and have them repeat it back. Have your child repeat reading this word list 3-5 times a day until they can read each word confidently and correctly.

|     |     |
|-----|-----|
| dig | mid |
| did | lit |
| hid | dim |

### Practice Reading Red Words

Read out the words and have your child spell them once each on paper. If your child needs support, have them copy the word three times as they spell aloud (e.g., w-a-s, was).

I

### Practice Reading Ii /i/ Sentences

Have your child point to each word as they read the sentences aloud. If your child makes a mistake, immediately draw their attention to the word they missed and have them read the word again. If they still struggle reading the word, say the word and have them repeat it back. Have your child repeat reading these sentences 3-5 times a day until they can read each sentence confidently and correctly.

The lid got

Did it tag

I was m

Spanish Translation for all Family Connection Letters

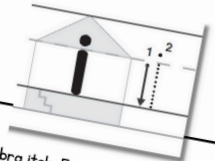
## Conexión Familiar

### Acerca de Ii /i/

Esta semana, su hijo está aprendiendo sobre la letra i, como en la palabra itch. Esto incluye practicar cómo escribirla, pronunciar su sonido y usarla en palabras cortas al leer y escribir. Su hijo también está descubriendo que este sonido se puede encontrar en medio de palabras conocidas, como hid y lip.

Su apoyo en casa hace una gran diferencia en el progreso de su hijo(a). Si su hijo(a) necesita más práctica, repita las actividades y pídaselo ayuda adicional. Si su hijo(a) está preparado(a) para asumir un reto, considere extender su aprendizaje haciendo que practique escribiendo su nueva letra, letras previamente aprendidas, y la nueva palabra irregular con su mejor escritura.

Gracias por su constante colaboración en la educación de su hijo(a).



### Practica leyendo palabras con Ii /i/

Pídale a su hijo(a) que señale cada palabra mientras las lee en voz alta. Si su hijo(a) comete un error, inmediatamente señale a la parte de la palabra que no leyó y pídale que la lea nuevamente. Si aún tiene dificultades en leer la palabra, diga la palabra y pídale que la repita. Pídale a su hijo(a) que lea esta lista de palabras de 3 a 5 veces al día hasta que pueda leer cada palabra correctamente y con seguridad.

|     |     |     |
|-----|-----|-----|
| dig | mid | him |
| did | lit | mit |
| hid | dim | dig |

### Practica leyendo Palabras Irregulares (Rojas)

Lea las palabras en voz alta y pídale a su hijo(a) que las deletree en un papel. Si su hijo(a) necesita ayuda, pídale que copie las palabras tres veces mientras las deletrea en voz alta (por ejemplo, w-a-s, was).

I like stop

### Practica Leyendo Oraciones Con La Letra Ii /i/

Pídale a su hijo(a) que señale cada palabra mientras lee las oraciones en voz alta. Si su hijo(a) comete un error, inmediatamente señale a la palabra que no leyó y pídale que la lea nuevamente. Si aún tiene dificultades en leer la palabra, diga la palabra y pídale que la repita. Pídale a su hijo(a) que lea estas oraciones de 3 a 5 veces al día hasta que pueda leer cada oración correctamente y con seguridad.

The lid got hot.

Did it tag him?

I was mad at him.



# COGNATE CHARTS AND SLIDES



## Español/English Cognates

Concept 10:  
li /i/



| Picture | Español     | English     |
|---------|-------------|-------------|
|         | imaginación | imagination |
|         | importante  | important   |
|         | imposible   | impossible  |
|         | insectos    | insects     |
|         | inventar    |             |
|         | invitación  |             |



## Español/English Cognates



Español: importante  
English: important



## Español/English Cognates



Español: imaginación  
English: imagination



## Español/English Cognates



Español: imposible  
English: impossible



## Español/English Cognates



Español: insectos  
English: insects





# VOCABULARY SLIDES

Cognate



CG+

English: attention  
Español: atención

Student-Friendly Definition

attention: special care

CG+

Students Repeat Definition



attention

CG+

Concrete Representation



attention

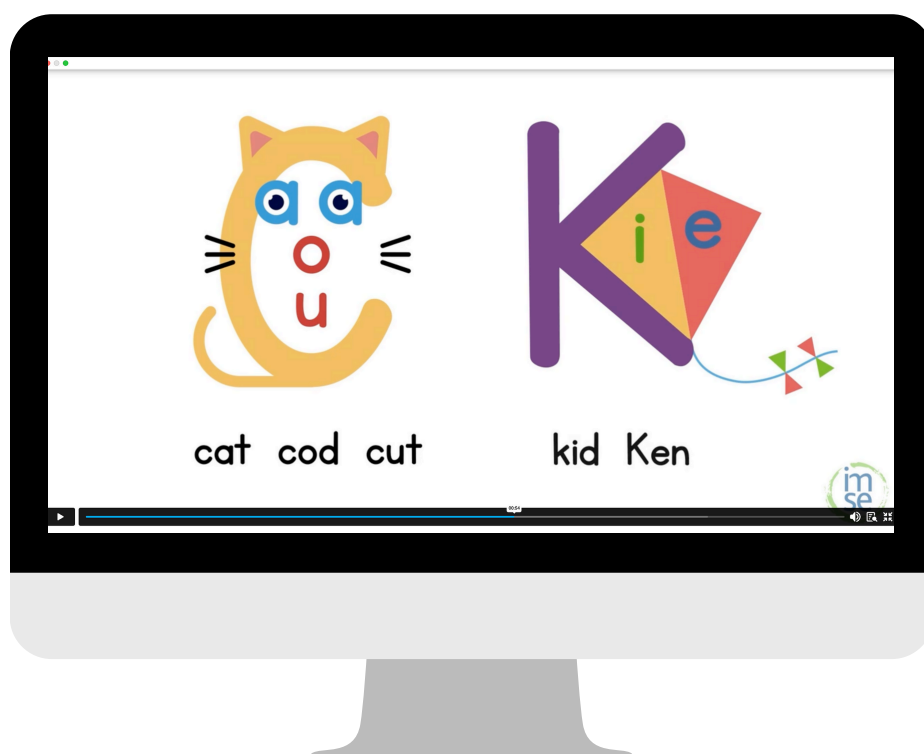
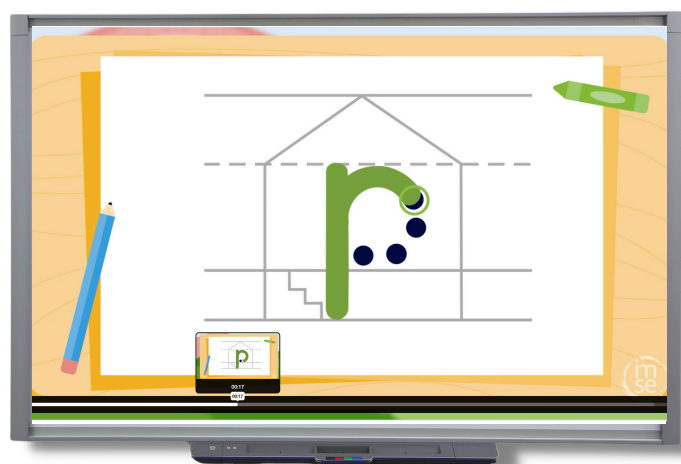
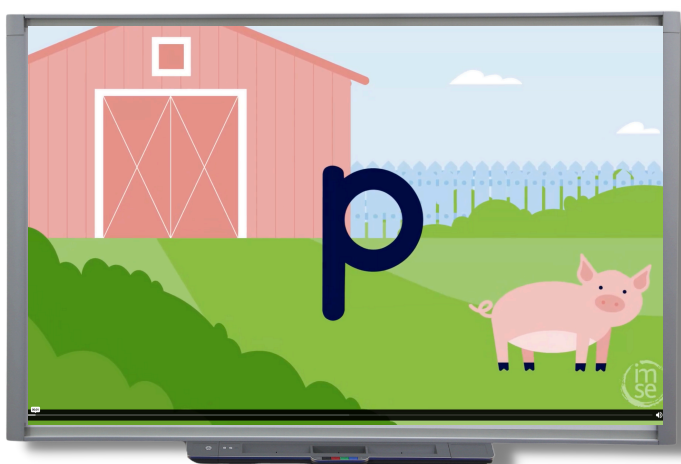
CG+

Concrete Representation





# LETTER FORMATION & NEW CONCEPT VIDEOS





# DISTRICT ADMIN PORTAL

In today's dynamic educational landscape, informed decision-making is paramount. IMSE's District Admin Portal is a powerful, centralized platform designed to revolutionize how school and district administrators manage student performance, IMSE OG+ assessment data, and district-wide operations.

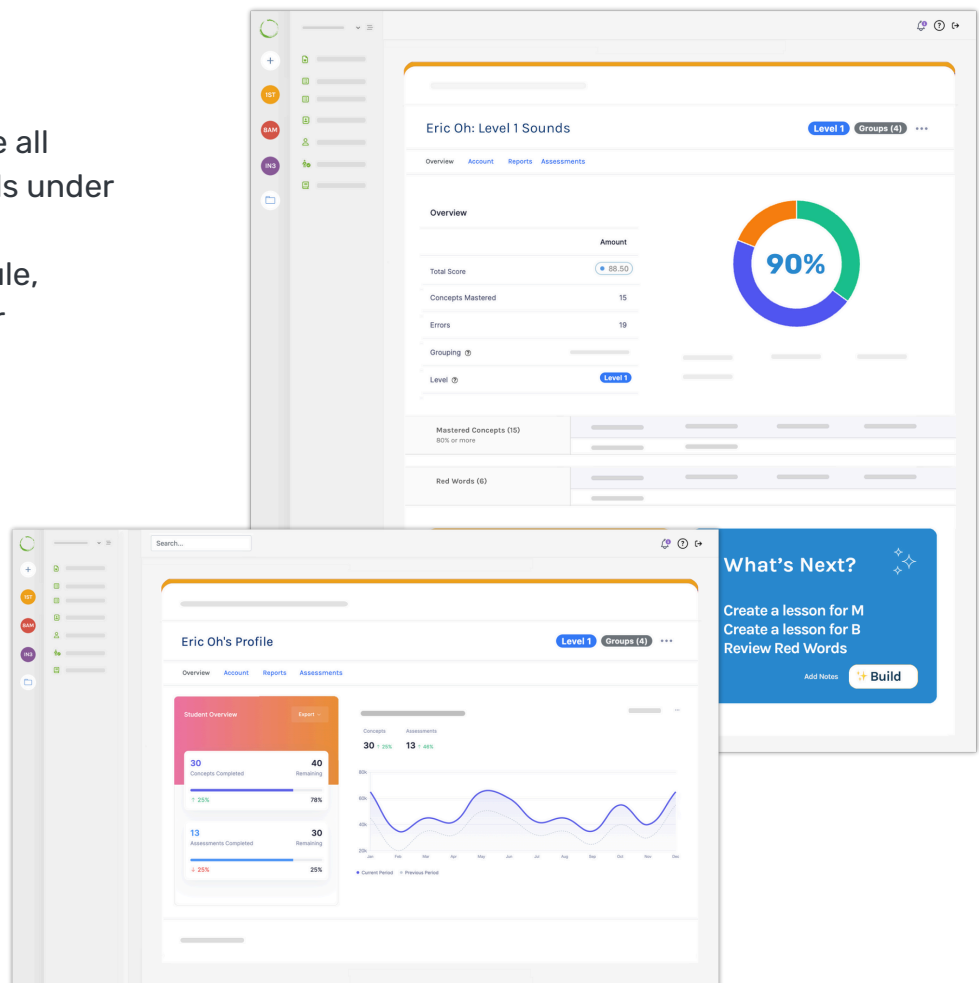
By providing real-time insights and streamlined management tools, this portal empowers administrators to drive student success, optimize resource allocation, and ensure fidelity to structured literacy approaches.

## FOR ADMINISTRATORS:

- Use District Admin Portal to manage all IMSE LAB users, classes, and schools under one district-managed account
- Customize your assessment schedule, reports, and goals according to your district's needs

## FOR DISTRICTS:

- Use District Admin Portal to track student and assessment data across teachers, classes, and schools
- View and generate reports using realtime data from all users in your district





# SOUND SCENES

Ignite early literacy with our new Sound Scenes! These vibrant, engaging visuals are thought-provoking tools that will have students engrossed in the details of the scene before dedicated instruction even begins. Each scene is meticulously crafted to help children connect sounds to letters in a memorable way. While perfectly aligned with the kindergarten scope and sequence, IMSE's Sound Scenes are incredibly versatile and can support any student's oral language and phonics development.

For Spanish-speaking students, English vocabulary words that have a Spanish cognate are included. Teachers can use the cognates as a bridge between languages, cultivating a classroom where every child feels included. By providing a clear visual anchor for sound-letter relationships, these scenes empower young learners to confidently build a strong foundation for later reading success.



## SOUND SCENE GUIDE CONCEPT

### Letter "m"~/-m/ 1

Sound Scene #1 highlights the sound of the letter "m"~/-m/. Words that have the /m/ sound are bolded in the scene descriptions. Please review the following information before implementing this resource with your students. It will help you understand the scene, the items included in the scene, and the words connected to the scene.

#### CONCEPT 1 FEATURES

Setting: Classroom

Characters: Teacher and students

Scenes:

- One student is looking through a **microscope**. A **measuring tape** is lying on the table.
- One student is experimenting with **magnets**. Various **magnets**, **marbles**, and a **math book** are on the table.
- A teacher with a **mustache** is wearing a maroon shirt and looking at a world map.
- **Math equations** ( $3 + 5 = 8$ ,  $3 + 4 = 7$ ,  $3 + 2 = 5$ ) are on the whiteboard.
- Letters **A** and **B** and **two circle magnets** and two circle magnets are on the board. An eraser and dry-erase marker are on the ledge.
- The teacher's desk has a **monitor**, **mouse**, **mousepad**, **muffin**, and a **map** on top of a math book.
- A **mop** is leaning against the wall, and a calendar hanging on the wall has a **Monday** circled. The calendar ink is **magenta**.
- Shelves display **marbles**, **minerals**, **medals**, **microphones**, **magnifying glass**, and books about **music** and the **moon**.
- The wall has pictures of various animals, including a **moose**, and **mantaray**.

**WORD BANK**

The word bank lists items included in the scene. The bolded words can be more challenging and may need to be teacher-led when reading with students.

|                       |                 |                         |                    |                   |
|-----------------------|-----------------|-------------------------|--------------------|-------------------|
| <b>magneto</b>        | <b>magnets</b>  | <b>magnifying glass</b> | <b>mantaray</b>    | <b>map</b>        |
| <b>marbles</b>        | <b>markers</b>  | <b>maroon</b>           | <b>math</b>        | <b>May</b>        |
| <b>measuring tape</b> | <b>medals</b>   | <b>meatball</b>         | <b>microphones</b> | <b>microscope</b> |
| <b>minerals</b>       | <b>microw</b>   | <b>milkshake</b>        | <b>Monday</b>      | <b>moose</b>      |
| <b>monitor</b>        | <b>monkey</b>   | <b>moon</b>             | <b>moon</b>        | <b>moose</b>      |
| <b>map</b>            | <b>mountain</b> | <b>mouse</b>            | <b>mousepad</b>    | <b>muffin</b>     |
| <b>mop</b>            | <b>music</b>    | <b>mustache</b>         |                    |                   |

\*Note: This list does not include naturally occurring words such as mouth. This word has the /m/ sound but is not included in the word bank. If students generate words like this, it should be acknowledged in the brainstorming.

**ENGLISH/SPANISH COGNATES**  
Cognates are words across languages that share similar meaning, structure (spelling), and origin. Explicitly teaching cognates supports English Learners in utilizing their home language to expand the development of their English vocabulary.

Teachers can use the following cognates to help their Spanish-speaking students make connections to the English words from the Word Bank.

| ENGLISH          | ESPAÑOL            |
|------------------|--------------------|
| <b>magneto</b>   | <b>magneta</b>     |
| <b>mantaray</b>  | <b>mantaraya</b>   |
| <b>map</b>       | <b>mapa</b>        |
| <b>marbles</b>   | <b>marcasitas</b>  |
| <b>math</b>      | <b>matemáticas</b> |
| <b>meatballs</b> | <b>mojitos</b>     |
| <b>medals</b>    | <b>medallas</b>    |





# SOUND SCENES



**CONCEPT 10**  
Letter "i" – /i/

## Letter "i" - /i/

10

Sound Scene I highlights the short vowel sound of the letter "i" - /i/. Words that have the /i/ sound are bolded in the scene descriptions. All of the words have the /i/ sound in the initial or medial position. Please review the following information before implementing this resource with your students. It will help you understand the scene, the items included in the scene, and the words connected to the scene.

## CONCEPT 10 FEATURES

**Setting:** Riverbank

**Characters:** Mom, Dad, Kids

**Scenes:**

- Two **kids** are in **swimsuits**. The boy is wearing a hat with a **brim**, and the girl is "**sticking**" out her tongue.
- Both are **sitting** on the bank of a **river**, **digging** in the sand.
- Fire **pit** with a **skillet** on top of a **grill** and a **bin** of **sticks** nearby.
- **Insects** fly around.
- Dad has a **grin**. He is wearing heat **mitts** and preparing **fish** for the **skillet**.
- There are **dishes**, **napkins**, **insect repellent**, a **dishpan**, **binoculars**, a bag of **chips**, a **whisk**, and **milk** on the table.
- Two **fishing** poles lean against a log, a tackle box is near, and an **inchworm** is **inching** across the top.
- **Inside** a tent nearby, an **infant** is asleep on a **pillow**, wearing a **bib**, and mom is reading a book about **quilts**.
- Two **impalas** are on a **hill** on the other side of the **river**.

**Bolded words, visually embedded in the scene, serve as a built-in guide, allowing you to quickly pinpoint and reinforce key phonics concepts**



CONCEPT



**WORD BANK**

The word bank lists items included in the scene. All of the words have the /i/ sound in the initial or medial position. The italicized words can be more challenging and may need to be teacher-led when working with students.

|                 |        |                    |                |                 |
|-----------------|--------|--------------------|----------------|-----------------|
| bib             | bin    | <i>binoculars</i>  | <i>brim</i>    | chips           |
| digging         | dishes | dishpan            | fish           | fishing (poles) |
| grill           | grin   | hill               | <i>impalas</i> | <i>inching</i>  |
| <i>inchworm</i> | infant | insect (repellant) | <i>insects</i> | inside          |
| kids            | milk   | mitts              | napkins        | pillow          |
| pit (fire)      | quilts | river              | sitting        | skillet         |
| sticking        | sticks | swimsuits          | whisk          |                 |

\*Please note: this list does not include naturally occurring words such as **lips**. This word has the /i/ sound but is not included in the Word Bank. If students generate words such as this example, they should be accepted and included in the brainstorming.

**ENGLISH/SPANISH COGNATES**

Cognates are words across languages that share similar meaning, structure (spelling), and origin. Explicitly teaching cognates supports English Learners by utilizing their home language to expand the development of their English vocabulary.

Teachers can use the following cognates to help their Spanish-speaking students make connections to the English words from the Word Bank.

| ENGLISH    | ESPAÑOL     |
|------------|-------------|
| binoculars | binoculares |
| impala     | impala      |
| infant     | infante     |
| insects    | insectos    |

\*Note: Please refer to page 00 in the Teacher Guide for detailed Sound Scene implementation information. Refer to page 00 for detailed information regarding cognates.

Turn challenges into vocabulary boosters. We've italicized words that may require extra attention, knowing they'll lead to meaningful conversations and powerful vocabulary growth.

Spanish cognates provide a natural bridge, supporting both English and Spanish language development



# OG<sup>+</sup>

## DECODABLE READERS



IIMSE Decodable Readers will help your students build confidence, automaticity, and fluency skills. These engaging books align with the IMSE scope and sequence to provide students with the opportunity to apply what they are learning in context. The fiction books are beautifully illustrated and include diverse characters. The nonfiction books feature color photographs that showcase a variety of people and backgrounds.

Each book includes a "Get Ready to Read" section at the beginning with words and phrases from the book that can be practiced before reading the text. Comprehension questions and a writing prompt are also included. When possible, fiction and nonfiction books are related through a common theme (e.g., a farm or a vet), which is included in both selections. Nonfiction books also include a teacher read-aloud section for building vocabulary and background knowledge.

# NONFICTION DECODABLE READERS

Book 2  
NONFICTION

DECODABLE READERS  
SET A  
VOLUME 1

Concept 10 (1)  
**Stop, Tot!**

Written by: Tessa Barber

Vocabulary Preview

cot

tot

©IMSE 2024

Get Ready to Read

|     |     |     |     |
|-----|-----|-----|-----|
| him | it  | mat | hat |
| dad | mom | tot | cat |
| hot | dad | cot | mat |
| hat | tot | it  | him |

|        |        |     |      |
|--------|--------|-----|------|
| stop   | for    | on  | the  |
| is     | a      | and | on   |
| white  | orange | the | stop |
| orange | brown  | for | is   |

©IMSE 2024

What Do Babies Need?

Love  
Babies need lots of love. They need cuddles and attention to feel safe and happy!

©IMSE 2024

Building Background Knowledge

Vocabulary

- **attention:** special care
- **care:** to look after, keep healthy, and safe
- **communicate:** to tell someone something

What Do Babies Need?

Taking care of a baby is a hard job! Babies need lots of care. Babies can't tell you what they

Cognate

©IMSE 2024

Vocabulary Slides in IMSE LAB can align with Decodable Readers

English: attention  
Español: atención

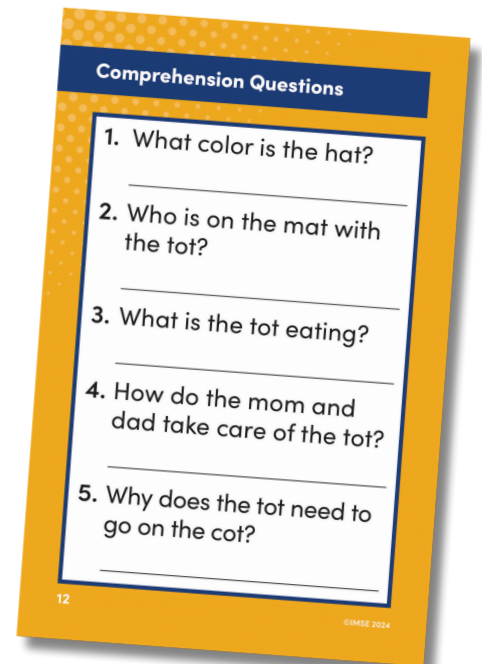
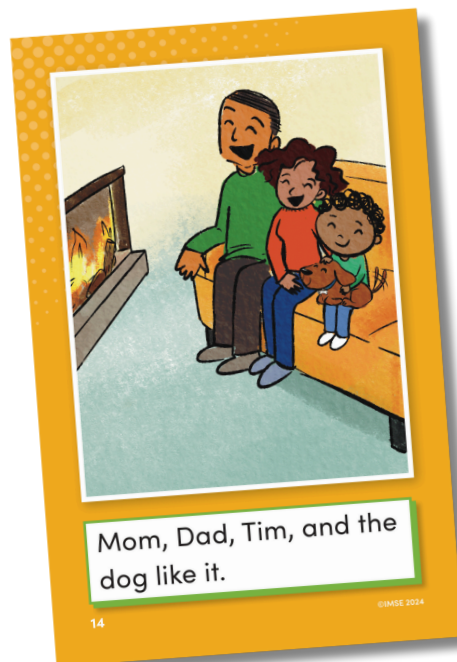
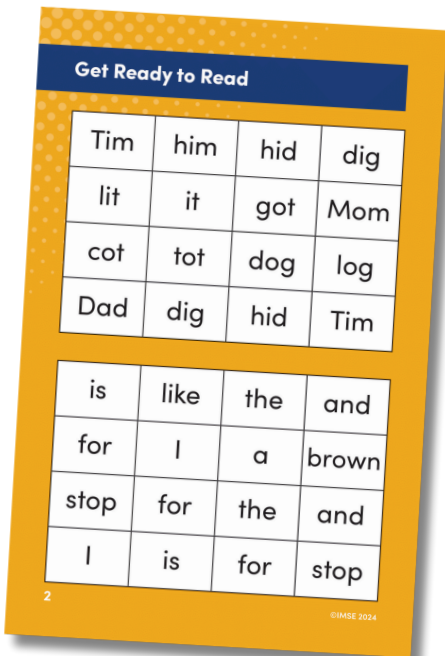
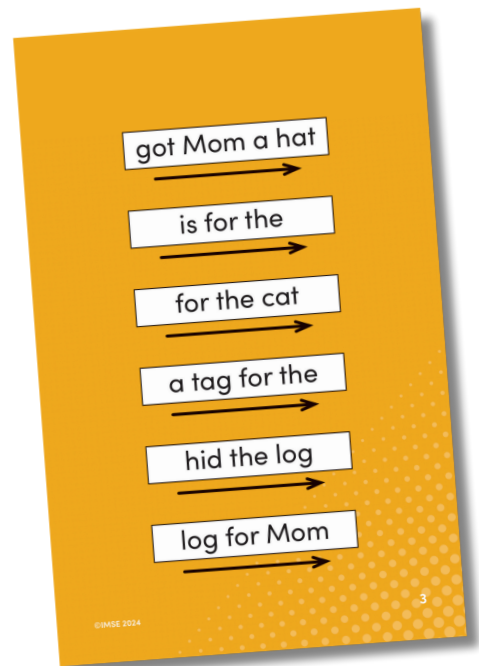
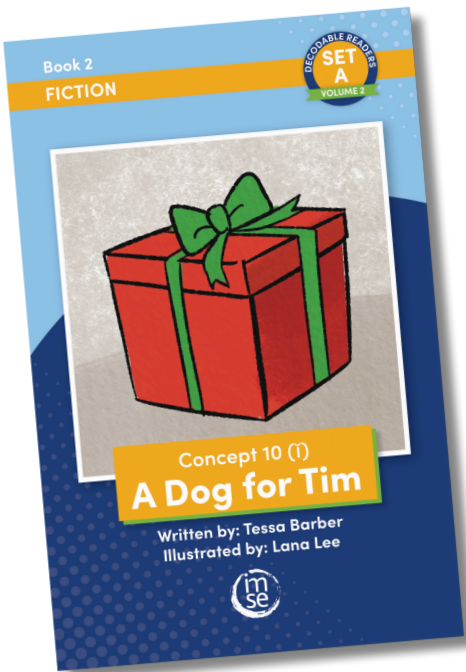
©IMSE 2024

Comprehension Questions

1. What color is the hat?  
\_\_\_\_\_
2. Who is on the mat with the tot?  
\_\_\_\_\_
3. What is the tot eating?  
\_\_\_\_\_
4. How do the mom and dad take care of the tot?  
\_\_\_\_\_
5. Why does the tot need to go on the cot?  
\_\_\_\_\_

©IMSE 2024

# FICTION DECODABLE READERS



# IMSE PRE-K COURSE



IMSE's first self-paced asynchronous course for Pre-K teachers who want to engage students in early reading in a fun and impactful way.

Give Pre-K students the foundation they need to become confident readers and learners. Now available for the first time with resources to complement any curriculum for preschool teachers, the new IMSE Pre-K course is designed to introduce foundational skills and tools, engaging students with age-appropriate materials rooted in Structured Literacy and the science of reading

## Key Features:

- Oral Language & Vocabulary Development
- Phonological Awareness & Phonics
- Culturally Responsive Teaching
- SEL & Literacy Integration
- Screening and progress monitoring
- Intervention approaches for struggling learners
- 15 hours

**Available Summer 2025**

# IMSE CONSULTING

IT'S MORE THAN COACHING.  
IT'S COLLABORATION.



IMSE Consulting is a Structured Literacy consultancy customized to meet the needs of an individual school or district. IMSE Consultants, who are seasoned IMSE instructors, will work closely with schools and districts to understand their specific needs and challenges. Consultants will conduct thorough interviews and assessments, analyzing data to identify areas for improvement and create a plan, which will likely include training and coaching leading to the goals of district sustainability and success. The consultancy model can be applied to both new and existing district customers.

## What's New:

- **Pre-Training Needs Assessment and Planning:** This package is a crucial pre-training step: it helps districts identify needs, set goals, and create a targeted plan, ensuring training aligns with their specific challenges for optimal success.
- **Post-Training Coaching Accelerator:** This intensive post-training coaching provides immediate, hands-on support, enabling district leaders and teachers to confidently implement new skills.
- **Implementation Hero Model for Renewal:** This package optimizes past training by fine-tuning, measuring, and maximizing implementation, helping districts fully realize their investment. maximizing existing implementations.

**Available NOW**