

| <b>Partial Alphabetic Phase</b>  |  |   |  |   |  |
|--|--|---|--|---|--|
| <b>Lesson 1</b>  |  |   |  |   |  |
| Word Building (4-5 min.)   | Word List:                                 |   | Level:   |   |  |
| Scaffold:  |  |   |  |   |  |
| High Frequency Words (4-5 min.)  |  |   |  |   |  |
| Complete Each Step:  | 1. Teach and Map                           | 2. Build                                      |  | 3. Write                                |  |
| Writing - Sentence Dictation (4-5 min.)                                  |  |   |  |   |  |
|  |  |   |  |   |  |
| Teaching Focus:  |  |   |  |   |  |
| <input type="checkbox"/> Handwriting and letter formation                | <input type="checkbox"/> Phonetic Spelling | <input type="checkbox"/> High Frequency Words | <input type="checkbox"/> Spacing                                   | <input type="checkbox"/> Capitalization | <input type="checkbox"/> End Punctuation |
| Notes for Next Lesson:   |  |   |  |   |  |
| <b>Lesson 2</b>  |  |   |  |   |  |
| Book Title:  |  |   | Phonics Skill:   |   |  |
| Reading (8-9 min.)   |  |   |  |   |  |
| Overview & Introduce Phonics Skill or High Frequency Words               |  |   |  |   |  |
| Strategies & Actions for Decoding:                                       |  |   |  |   |  |
| <input type="checkbox"/> Stretch/blend the letter sounds                 |  |   | <input type="checkbox"/> Chunk the word at the onset and rime      |   |  |
| <input type="checkbox"/> Try this sound ...                              |  |   | <input type="checkbox"/> Dictate or make word via sounds → letters |   |  |
| <input type="checkbox"/> Have student blend sounds aurally, then read    |  |   | <input type="checkbox"/> Does that sound right and make sense?     |   |  |
| Strategies & Actions for Fluency and Comprehension:                      |  |   |  |   |  |
| <input type="checkbox"/> Frame 2-3 words for student to practice fluency |  |   | <input type="checkbox"/> What did you read? Tell me about it.      |   |  |
| <input type="checkbox"/> Read along and repeat after me.                 |  |   | <input type="checkbox"/> What was the most important part?         |   |  |
| Teaching Decoding (2-3 min.)   |  |   |  |   |  |
| Examples:  |  |   |  |   |  |
| Discussing Text (2-3 min. - Use cards in Appx. B)                        |  |   |  |   |  |
| Notes for Next Lesson:   |  |   |  |   |  |
| <b>Lesson 3</b>  |  |   |  |   |  |
| Word Building (3-4 min.)   | Word List:                                 |   | Level:   |   |  |
| Scaffold:  |  |   |  |   |  |
| High Frequency Words (3-4 min.)  |  |   |  |   |  |
| Complete Each Step:  | 1. Teach and Map                           | 2. Build                                      |  | 3. Write                                |  |
| Rereading (3-4 min.)   |  |   |  |   |  |
| Format:  | <input type="checkbox"/> Independent       | <input type="checkbox"/> Partner              | <input type="checkbox"/> Echo                                      | <input type="checkbox"/> Choral         |  |
| Strategies & Actions for Fluency and Comprehension:                      |  |   |  |   |  |
| <input type="checkbox"/> Frame 2-3 words for student to practice fluency |  |   | <input type="checkbox"/> What did you read? Tell me about it.      |   |  |
| <input type="checkbox"/> Read along and repeat after me.                 |  |   | <input type="checkbox"/> What was the most important part?         |   |  |
| Writing - Sentence Dictation (3-4 min.)                                  |  |   |  |   |  |
|  |  |   |  |   |  |
| Teaching Focus:  |  |   |  |   |  |
| <input type="checkbox"/> Handwriting and letter formation                | <input type="checkbox"/> Phonetic Spelling | <input type="checkbox"/> High Frequency Words | <input type="checkbox"/> Spacing                                   | <input type="checkbox"/> Capitalization | <input type="checkbox"/> End Punctuation |
| Notes for Next Lesson:   |  |   |  |   |  |

## Reading Records and Notes:

| Lesson 1 |  |
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| Lesson 2 |  |
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| Lesson 3 |  |
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