Attainment's

Early Reading Skills Builder

Teacher's Guide

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Leah Wood
Diane Browder

E R S B

PDF Files

The disc contains printable PDF files of ERSB.
PDF reader software is required to view the PDFs.
Acrobat® Reader® software is included on the disc.

Early Reading Skills Builder
Teacher's Guide

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Contents

Early Reading Skills Builder Inventory

Early Reading Skills Builder (ERSB) comes with everything you need to get started teaching reading.

ERSB Teacher's Guide
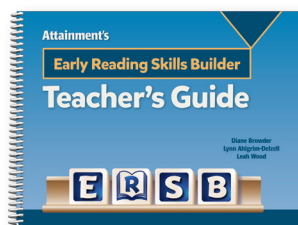
This *Teacher's Guide* describes the curriculum, provides the Scope and Sequence, and summarizes the research outcomes of ERSB. It also provides an overview of each level (including the letter/sounds, phonemic awareness, phonics, sight words, generalization words, level of connected text, and objectives of the level), a detailed description of how to use the curriculum, and the scripted lessons for teaching ERSB. Evidence-based strategies and procedures are embedded in the teaching scripts.

ERSB software/iPad app

ERSB is a blended curriculum in that the software/app is integrated with print materials. The ERSB software is Win/Mac compatible. For iPad users, a redemption code is provided 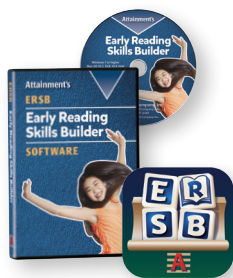to allow downloading of the ERSB app from the App Store. A software *User Guide* is included in the software/app and should be reviewed or printed for best use of the software/app.

Champion Reader books

Two sets of four *Champion Reader* books are provided for students who would like additional reading practice beyond the software lesson. The passages from the *Champion Readers* are also provided electronically within the lessons on the software.

Champion Writer

Four copies of the *Champion Writer* are provided. The *Champion Writer* is a consumable product; all students require their own copy. Additional books may be purchased.
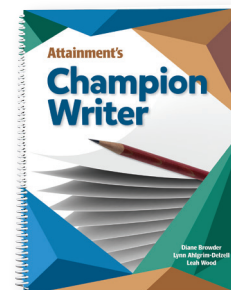
Card sets

Cards representing the sight words and capital and lowercase alphabet letters are provided for additional practice. Cards can be organized in the storage case provided.

Dry-erase board

A dry-erase board is provided for instructional use. The board is two-sided; the blank side can be used for providing students with response options or pointing out new sounds/letters being learned. The lined side can be used by students who want to practice forming letters and words.
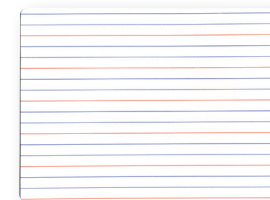
Electronic files

PDF files of various teaching materials are provided on the disc (with a Classroom License for printouts):

- Appendixes B to E from this Teacher's Guide
- The four *Champion Readers,* in the event you want a student to practice reading an individual passage
- Sight Word Flashcards and Alphabet Cards for additional practice
- Pictures to use for the decoding activity
- The *Champion Writer,* should you wish to print individual pages for students
- The words for The Unscrambler activity in the *Champion Writer*
- Each level's content, printable for easy reference

Overview of Early Reading Skills Builder

Early Reading Skills Builder (ERSB) is a multi-year reading curriculum for students who have acquired early foundational literacy skills (i.e., conventions of print, early stages of phonological awareness, some letter-sound correspondence, some sight word vocabulary) but are unable to access traditional reading curricula, especially phonics curricula. For these students, some of whom are nonverbal, there is a need for systematic instruction and text-to-speech software to augment voice during instruction. While the need for a phonics curriculum for students with developmental disabilities (e.g., intellectual disabilities, autism spectrum disorders) initially prompted this work, the curriculum has grown to be one that addresses a wider range of literacy skills with a wider range of students. ERSB teaches early reading skills to the start of second grade.

It is important students have been introduced to precursor literacy skills, such as those taught in the **Early Literacy Skills Builder** curriculum (ELSB; Browder, Gibbs, Ahlgrim-Delzell, Courtade, & Lee, 2007). (See Appendix A for a description of precursor literacy skills.) Using ERSB following ELSB is highly recommended since the instructional approaches are very similar and some of the content overlaps. While ERSB was created to follow ELSB, it is not a prerequisite to have completed the ELSB curriculum specifically. The systematic instruction often needed by students with developmental disabilities found in ELSB is also present in ERSB. Because students may begin ERSB after a couple of years in the ELSB curriculum, the characters and story themes are age-appropriate for older beginning readers (e.g., preteens or teens). For example, the character Zack can drive and plays guitar in a band.

A unique feature of ERSB is the software and professionally recorded phonemes that serve as the student's voice. Individual phonemes can be spoken and blended together, and words can be segmented using the software to say the sounds. Another unique feature is that instruction follows the systematic prompting and fading procedures that are evidence-based practices for this population (Browder, Ahlgrim-Delzell, Spooner, Mims, & Baker, 2009; Spooner, Knight, Browder, & Smith, 2012). ERSB is based on multiple years of research at the University of North Carolina, Charlotte (see p. 23 for a summary).

Underlying principles

The National Reading Panel (NRP; 2000) identified five critical components in learning to read that include vocabulary, phonemic awareness, comprehension, phonics, and fluency. ERSB strategically teaches four of the five components (vocabulary, phonemic awareness, comprehension, and phonics), while fluency is embedded in the repeated reading practice. There are a number of different pedagogical approaches to teaching reading. Armbruster et al. (2003) found systematic and explicit phonics instruction is effective for typically developing students across varying social and economic backgrounds, especially students at risk for developing reading problems. There are different systematic and explicit approaches to teaching phonics. ERSB uses the synthetic phonics approach. In this approach, students learn letter sounds, pair them to the written letters, then combine them to form known words. This approach has been demonstrated to be successful in teaching phonics to students with developmental disabilities (Armbruster et al., 2003).

In ERSB, using the synthetic phonics approach, the basic principles of both direct and systematic instruction are embedded. Direct instruction is a procedure that teaches a discrete set of skills through guided practice. It has been found effective in teaching a variety of reading skills (Carnine, Silbert, Kame´enui, & Tarver, 2004). Systematic instruction includes a variety of different procedures based on the principles of applied behavior analysis (Wolery, Bailey, & Sugai, 1988). The forms of systematic instruction found in ERSB include the time-delay procedure, least intrusive prompting, and fading of prompts.

Time-delay procedure

The time-delay procedure promotes learning a desired response with few or no errors on the part of the student. Errors are prevented at first by providing a prompt of the correct answer concurrently with a directive, so the student responds correctly. For example, as the directive to find a letter that makes the /m/ sound is given, the letter m is also highlighted or pointed to. This is referred to as a 0-second time delay. Students are praised for touching the correct response, even though the teacher has shown the student which item to touch. This prompt is faded by gradually inserting more time delay (e.g., 4 seconds) between the instructor's (or software's) presentation of a directive and the prompt to allow the student to respond independently. If the student has not responded in the set amount of time, the answer is provided for the student. Students are also discouraged from guessing so thoughtful choices are made and errors are not practiced. Through this teaching method, students learn the skill while making as few errors as possible. In ERSB, in every level, the first six activities of Lesson 1 are provided at a 0-second time delay (this is automatic in the software/app). Lessons 2–5 are set to provide a 4-second time delay (the time delay can be adjusted within the software by the instructor).

Least intrusive prompting

Least intrusive prompting is a hierarchy of increasing assistance that instructors use to promote the correct response. By giving no more assistance than necessary, students are encouraged to initiate correct responses. Although least intrusive prompting has often been used for motor tasks in daily living, recent research applications have shown how to modify this intervention for text comprehension (Browder, Hudson, & Wood, 2013; Mims, Hudson, & Browder, 2012) by reading progressively smaller passages of text until the student can locate the answer.

ERSB uses least intrusive prompting for answering comprehension questions (Activity 8) after reading connected text. The idea is to provide the least amount of assistance needed in order to get the student to respond correctly. This is the ERSB least intrusive prompting (LIP) hierarchy for comprehensive questions:

- The instructor asks a comprehension question and waits for the student to respond.

- If the answer is not correct, the instructor rereads the sentence containing the answer aloud.

- If still not correct, the instructor rereads the sentence and provides the answer.

Prompt fading

Fading involves gradually removing a prompt so the student does not become dependent on the prompt to respond. In ERSB, a prompt fading sequence is used to teach students how to read silently. In this fading sequence, the levels are adjusted as shown:

1 The passage is read aloud while pointing to the text.

2 The passage is read with a whisper while pointing to the text.

Although not included in the software, the instructor can continue to add increments to the fading sequence of prompts by:

3 Pretending to read by moving his or her mouth without making sounds while pointing to the text to be read.

4 Pointing (only) to the text to be read.

Finally, no prompts are provided as the student reads silently. This fading sequence occurs gradually over several levels and ends at Level 4.

Curriculum components

ERSB is a blended curriculum, meaning that the software and the print materials can be used interchangeably. There are nine activities in the curriculum emphasizing nine goals. Table 1 presents the activities, goals, and a description of the tasks for ERSB.

Table 1   ERSB activities, goals, and tasks

Activity	Goal	Description of task	Instructional procedure
Letter/sound identification	Identify letters and sounds.	The student selects the grapheme (letter) that corresponds to the phoneme (sound) spoken, "What letter says /m/?" or "Which of these says /m/?"	Lesson 1: 0-second time delay Lessons 2–5: 4-second time delay
Blending	Blend sounds to form words.	A word containing the letters/sounds learned (or being reviewed) is segmented for the student. The student blends the sounds together and then chooses the corresponding word.	Lesson 1: 0–second time delay Lessons 2–5: 4-second time delay
Segmenting I	Segment the first, middle, or last sounds in words.	A word containing the letters/sounds learned (or being reviewed) is spoken and the student begins to learn to segment by identifying the first sound(s) of the word. Later levels require the student to listen for the last sound(s), and eventually, for the middle sound(s) in a word. **Note that this is a listening task,** rather than a spelling task, and the student is simply choosing the letter(s) of the sound heard.	Lesson 1: 0-second time delay Lessons 2–5: 4-second time delay
Segmenting II	Segment the individual sounds in words.	This is a true segmentation task. The student "sounds out" a word by choosing the letters that correspond to the sounds he or she hears in the word spoken. The student must choose the letters corresponding to the sounds heard in the word in the correct order. ● The student **does not** need to correctly spell the word; the software will automatically spell the word correctly (e.g., adding a silent e when needed, doubling the consonants, using s when /z/ is the sound in the word, capitalizing proper nouns) when the correct letters/sounds are chosen. ● The student **does** need to choose the letters/sounds in the correct sequence. When all letters/sounds have been chosen in the correct order, the sounds are blended together by the instructor (software) and the blended word is spoken. ● Early levels begin with CVC words, but the word patterns get progressively more difficult by including words with consonant blends, silent letters, and r-controlled vowels as the student advances through the levels.	Lesson 1: 0-second time delay Lessons 2–5: 4-second time delay

(Table continues)

Activity	Goal	Description of task	Instructional procedure
Decoding	Decode words and identify their meanings.	The student decodes the written word given and then selects the picture that represents the word. This activity begins by naming each picture. **It is crucial that the student knows the name of each picture before beginning** so decoding of the text is the focus. ● For Levels 1 and 2, decoding (sounding out) is modeled. Each letter in the word is highlighted (or pointed to) and the corresponding sound is spoken. ● In Level 3, decoding prompts begin to be faded. The letters in the word are highlighted and the letter's sound is whispered as a reminder to sound out the word. ● In Level 4, the decoding model is completely faded and the student reads the word silently.	Lesson 1: 0-second time delay Lessons 2–5: 4-second time delay
Sight words	Read sight words.	Sight words are irregular words that are not decodable. In early levels, the sight words may include some "decodable words" because the words contain some sounds that have not been taught yet, but are needed to create the passage. The student selects the word that corresponds to the spoken word.	Lesson 1: 0-second time delay Lessons 2–5: 4-second time delay
Reading text	Read connected text.	Each level is accompanied by a short passage to read. One page is read at the culmination of every lesson. The passages increase in length as the student advances through the levels. As in the decoding objective, prompts are faded to teach silent reading. ● In Levels 1 and 2, the student selects the word to read it; upon selecting a word, it is fully voiced. ● In Level 3, this prompt begins to be faded and the student is told to read silently in his or her head. If the student needs support, he or she can select a word and hear the text whisper read. ● Beginning in Level 4, the student should not be selecting the words to hear them read unless he or she misses the comprehension question. For remaining levels, the student reads the passage silently (in his or her head) without selecting the words.	Least intrusive prompting ● In Levels 1 and 2, if the student does not begin to read by selecting the words or stops reading, the least amount of guidance needed to prompt the student to continue to read is used. ● Error correction includes interrupting the selecting (reading) of words in the incorrect sequence, followed by guiding the student to words in the correct sequence.

(Table continues)

Table 1   ERSB activities, goals, and tasks (continued)

Activity	Goal	Description of task	Instructional procedure
Comprehension questions	Answer comprehension questions about connected text.	The student answers a literal question about the passage just read. If the student does not respond with the correct answer to the question, the sentence containing the answer is highlighted and the student can read it again. If the student does not respond correctly after the second reading, the correct answer is modeled. Error correction includes interrupting choosing the incorrect response, followed by guiding the student to the correct answer.	Least intrusive prompting
Writing	Write responses to activities that review the level's objectives.	The student completes activities that review the lesson's objectives.	Assistance and adaptations as required.

The software/app includes eight of the nine activities. The ninth activity—the writing task—is a print-only activity and is completed outside of the software/app activities.

The software/app uses text-to-speech technology to augment the student's voice when working through the activities. The software also collects data on the student's performance so progress can be monitored and level of difficulty adjusted.

Scope and sequence

ERSB includes 26 levels and each level has five lessons. Each level has its own unique connected text passage that has students apply the information they learned in the level's activities. Passages included for reading connected text are provided in both an electronic form (in the software/app) and a print version. Each level builds upon earlier levels by reviewing previously learned letters/sounds and sight words and increasing length and complexity of the connected text. ERSB is designed to take a student to the beginning of a second-grade reading level. The following illustrates the Scope and Sequence of the ERSB curriculum; specific objectives for each level are provided at the start of each level.

ERSB Scope and Sequence

Level	Focus	New sight words	Lexile	ATOS	Word count	Mean sentence length	Word patterns	Compound words	Dialog
Level 1	Ss, Mm, short Aa	boy, I, a, is, see	1 = −240L 2 = −200L	1 = 0.2 2 = 0.2	1 = 26 2 = 23	1 = 3.7 2 = 3.3	VC, CVC		
Level 2	Rr, Tt/tt, short Ii, ss	girl, my, friend, on, the	1 = 100L 2 = 0L	1 = 1.6 2 = 0.6	1 = 50 2 = 43	1 = 3.8 2 = 3.9	CVC		
Level 3	Ff, Nn, short Oo	no, do, me, yes	1 = −80L 2 = −110L	1 = 0.6 2 = 0.3	1 = 72 2 = 79	1 = 2.8 2 = 3.6	VC, CVC		
Level 4	Gg, Dd, short Uu	has, they, where, and, dog, he	1 = −90L 2 = −120L	1 = 0.2 2 = 0.3	1 = 79 2 = 83	1 = 3.4 2 = 3.3	CVC		
Level 5	Ll/ll, Hh, Kk/c/ck	we, have, she, to, log	1 = 0L 2 = 0L	1 = 0.6 2 = 1.4	1 = 93 2 = 90	1 = 4.4 2 = 4.3	CVC		
Level 6	Bb, Ww, short Ee	like, go, his, does, too	1 = −50L 2 = 10L	1 = 0.3 2 = 0.3	1 = 139 2 = 134	1 = 4.5 2 = 4.2	CVC		
Level 7	Jj, Pp, Yy	eat, bee, of, want, as, be	1 = 90L 2 = 40L	1 = 0.5 2 = 0.3	1 = 153 2 = 134	1 = 4.8 2 = 4.2	CVC		
Level 8	Zz/zz/s, Xx/ks, Vv, Qqᵘ/kw	are, likes, boys, out, what, full, that	1 = −30L 2 = 10L	1 = 0.6 2 = 0.7	1 = 130 2 = 132	1 = 4.2 2 = 4.1	CVC, CCVC, CVCC		
Level 9	long ā, soft c, silent e	brother, for, hello, say, says, school, so, with, you	140L	0.9	186	5.2	VCe, CVCe (silent e), CVC		X
Level 10	long ī, soft g	jumps, funny, into, jump, look, there, zoo, this, then, friends	280L	1.5	190	5.8	CVC, CVCe, CVCC		X

(Table continues)

Scope and Sequence (continued)

Level	Focus	New sight words	Lexile	ATOS	Word count	Mean sentence length	Word patterns	Compound words	Dialog
Level 11	long ō, long ū	cast, gives, here, new, now, blue, wants	130L	0.9	209	5.2	VCe, CVC, CVCe		X
Level 12	long ē; digraphs ea, ee, ai, ay	about, all, bracelet, girls, next, yellow, by, first, was	330L	1.7	219	6.6	CV, CVC, CVvC, CVCe		X
Level 13	digraphs ie, oa, ow; compound words	after, away, help, white, throw, while, each, together, laugh	290L	1.6	226	6.6	VvC, CVv, CVvC, and compound words	rowboat, uphill, into, onto, today, boyfriend, upon, hotdog, cannot, caveman, inside	X
Level 14	final consonant blends st, nt, mp, nd	good, green, Mr., rally, walk, comes, play, plays, class	180L	1.4	226	6.3	VCC, CVCC, CCVC, CCVvC, CCVCe		
Level 15	initial consonant blends sl, br, bl, st	brow, dance, door, hi, alone, shoes, soon, when, hair	230L	1	239	5.7	VCC, CVCC, CCVC, CCVvC, CCVCe	cannot	X
Level 16	consonant blends tr, fl, sk, sp; y (long ī)	our, loves, your, today, two, their, oh, free, again	350L	1.2	214	5.6	CV, CCV, CCVC, CVCC, CCVvC		X

Level	Focus	New sight words	Lexile	ATOS	Word count	Mean sentence length	Word patterns	Compound words	Dialog
Level 17	consonant clusters scr, str	year, twelve, tonight, happy, party, other, night, were	300L	1.7	241	6.2	CCV, CCVC, CCCVC, CCVCe, CCCVCe, CCVvC, CCCVvC		X
Level 18	consonant digraphs th, sh, ch	come, both, from, more, one, done, pretty, use, breaks, push	330L	1.7	246	7	CVC, CVvC, CCCVC, CVCe, CVvr		X
Level 19	consonant digraphs wh, ph; consonant blend gr	said, text, break, only, think, should, great, fair, okay	370L	2.2	251	7	CVC, CVCe, CCV, CCVV, CCVC, CVvC, CCVVC	without	X
Level 20	consonant digraphs ng, tch; consonant blend nk	been, began, long, song, find, really	330L	2.2	272	7.2	CVC, CVCC, CCVC, CCVCC, CCCVvC	washtub	X
Level 21	r-controlled vowels er, ur, ir, or, ar	purse, buy, over, some, sure, took, mall, curve	330L	1.8	262	6.9	CVr, VrC, CVrC, CCVr, CCVrC, CVrCC, compound words	someday, driveway	X
Level 22	r-controlled vowel or; silent first letters kn, wr	floor, knew, watch, bore	410L	2.9	254	7.7	CV, CVr, CVrC, CVC, CVCC, CVCe compound word	friendship	X

(Table continues)

Level	Focus	New sight words	Lexile	ATOS	Word count	Mean sentence length	Word patterns	Compound words	Dialog
Level 23	dipthongs oi, oy, aw, au, o	cause, derby, down, loud, who, whoa, noise	380L	2.5	288	7.6	CV, CVC, CCV, CVvC, VVC, CVrC, CCCV	soapbox, inside	X
Level 24	digraphs long o͞o, ew; ing	ball, people, fence, tight, using	400L	2.7	269	7.1	CV, CVC, CCV, CVCC, CCCV, CCVC, CVrC, CVC+ing, CCV+ing, VvC+ing, CVvC+ing, CCVCC+ing		X
Level 25	dipthongs ow, ou; y (long ē)	cook, hour, tall, hear	450L	2.3	310	7.4	VC, VCV, VCCV, VCCCV, VCCVCe, CV, CVC, CVCe, CCVC, CVCC, CVCV, CVCCV, CCVCC, CCVCCV, CVrCCV, CVCC+ing, compound words	outside, hotdogs	X
Level 26	digraph short oo; past tense marker ed	give, old, read (pronounced red), wanted	490L	2.6	329	8.4	CVC, CVCC, CCVC, CCVCC, CVCCC, CCVrC, compound word	cookbook	X

The ERSB Scope and Sequence describes the focus of each level—the sequence of graphemes, phonemes, and phonics rules learned in each level. The table also lists the sight words and word patterns covered in each level. The level of text difficulty is referenced using Lexile (MetaMetrics, 2014) and ATOS (Advantage/TASA Open Standard) readability measures, word count, and mean sentence length of connected text. Lexile levels estimate the difficulty level of the text based on the semantic and syntactic elements of the text. Typical first-grade text ranges from 230L to 420L (MetaMetrics, 2014). The ATOS level (Renaissance Learning, 2014) is a measure of text complexity (e.g., sentence length, word length, and word difficulty) and is based on a grade-level scale commonly associated with reading standards. The levels predict how easy or difficult a passage may be to read and comprehend.

As this scope and sequence shows, ERSB was developed to follow an easy-to-hard sequence. In contrast, it also was developed to be a streamlined, efficient approach to teaching reading to students who may need many more trials to learn than readers who are nondisabled. Sometimes phonemes are introduced in larger clusters or earlier than other curricula in order to build in functional meaning for the reading passages as well as to follow this streamlined approach. In ERSB, only the most essential decoding skills are targeted and precise repetitive directions are used to simplify the overall cognitive demands on the learner.

How to Use ERSB

Welcome to **Early Reading Skills Builder (ERSB).** This curriculum is designed for students who have acquired some early literacy skills, such as those mastered in *Early Literacy Skills Builder (ELSB).* For example, it will be helpful if students have the following early literacy skills:

- Print concepts (knowing text goes from top to bottom and left to right), orienting a book, distinguishing between pictures and words, knowing some reading terms (*letter, word, beginning, first, middle, end, last*)
- Beginning stages of phonological awareness (rhyme, syllable segmentation)
- Listening comprehension (at least for literal recall)
- Some sight words

Students do not need to know letter names in order to learn to read or to begin ERSB. In general, students who have completed all seven levels of ELSB are ready for ERSB. For students who have not participated in ELSB, the list above will be helpful in determining whether students are ready to begin ERSB. This curriculum especially addresses the needs of students who are nonverbal as the software provides a voice for the phonemic awareness activities. For further recommendations of which curriculum to begin with, see the Decision Tree in Appendix A.

Planning for your students

All students should begin at Level 1, Lesson 1 and proceed through the lessons in order. Even if a student knows some of the graphemes/phonemes, decodes some words, or reads some sight words, beginning at Level 1 will help him or her develop an understanding of the learning behavior necessary to successfully complete the objectives and activities.

The lessons should be taught on a daily basis. Each lesson takes 10 to 20 minutes per student, longer for groups. Lesson length at lower levels is shorter than lessons at upper levels because the stories get longer in the upper levels. Lessons can be implemented with individual students as well as small groups. If using with a small group of students, the lessons will require more time so each student has the opportunity to participate in each activity.

Lessons can be broken into smaller time segments if necessary. For example, you might do the writing activity at a different time of the day. Lessons may also require additional practice within a level by using the print materials provided.

Although ERSB focuses on foundational reading skills, a comprehensive language arts program should address a broad range of standards for the student's grade level. Typically this would involve using interactive read-alouds to provide access to age-appropriate literature and to build language arts skills.

Getting ready to teach ERSB

To prepare for instruction, familiarize yourself with the lessons, the lesson materials, the software/app, and the instructional methods for teaching each skill. Most everything you need to teach a lesson is included in the ERSB software/app, but **it is not designed to be used without a teacher present.** Although the directions, prompts, and progress monitoring are programmed into the software/app, students will need additional instructional guidance. This guidance is suggested in each lesson plan, particularly in the section called Teaching Moment.

The instructional methods selected for these skills (i.e., time delay, least intrusive prompting, and prompt fading) are critical to student success. If not using the software/app, following the prompting procedures described in the lesson plans will help ensure these instructional procedures are as beneficial as possible, so practice the first and second lessons. Follow the 0-second time delay (for Lesson 1) and the 4-second time-delay procedures as precisely as possible. Be careful to prevent errors when possible.

The best way to promote fidelity and student success is to practice teaching these lessons before working with students.

In addition, you may need to provide physical guidance and redirection for some students to produce correct responses. The lesson plan lists what to do if the student needs help. Even though the software/app simplifies the instructional process by providing cues, timing and fading prompts, and collecting the student's performance data, your physical presence cannot be substituted.

Some students may need individualized instruction using only the print materials. ERSB includes what you need to use both or to integrate their use. Appendix B provides a quick reference to refer to when using the print materials rather than the software. Remember to use the lesson plan as your guide.

The software/app can be used individually or with small groups of students as each student creates an avatar to represent him or her. The individual whose avatar appears onscreen is the student whose turn it is and whose data is being collected. Lesson planning should consider how many students will be included in the lesson, group composition, and seating arrangements. (See the User Guide for more information.)

Level/lesson formats

Lesson plans begin with an overview of the level. The level focus; the phonemic awareness, phonics, sight words, and generalization words addressed; and ATOS and Lexile measures of the connected text are listed. The objectives and the level content are also provided and will be a helpful reference if you teach a level or objectives without the software. Teaching Notes explain the focus of the level and how prompts are faded for specific objectives.

The lesson plans are organized by activities and each activity begins with images of the materials you may need. The software screen for the activity is shown and corresponding print materials are shown in the event you want to teach without using the software. The lesson plans include a teaching script so you can teach without the use of the software if you desire. This script is provided in color and is meant as a guide. It is OK to insert your own personality into the script and tailor the wording of the instruction to meet each student's preferences and needs. However, remember that the best way to promote student success is to practice using the scripts before working with students. **It is very important to review the Teaching Moment in each activity as it gives specific ideas for introducing concepts to the students.**

Lesson terminology

Some terminology is specific to reading curricula. This is how terms are defined in ERSB:

- **Phoneme**—A phoneme is a sound and the smallest unit of sound in the language. A grapheme is a letter. In ERSB, you will be pronouncing phonemes—or sounds—rather than naming graphemes. **A phoneme is represented within virgules / / and this indicates that you should say the sound a letter(s) makes, rather than saying the letter name.** The International Phonetic Alphabet (IPA) is used to transcribe phonemes using their phonetic symbols. A pronunciation guide for all phonetic symbols used in ERSB can be found on p. 24 and in Appendix C. In addition, a brief pronunciation guide is provided in activities containing unusual symbols to help you accurately pronounce the phonemes in the activity. Note that some single phonemes consist of two letters (e.g., /ʃ/ is spelled *sh*).

- **Sight words**—These are words students are not able to decode. Many of the sight words from the Dolch list (Pressley, 2005) are used. In addition, in ERSB, words students have not yet learned to decode but are included in the connected text are also listed as sight words. In later levels, these words may become decodable. A file containing all sight words is included on the disc for printing and for providing additional practice with students.

- **Generalization words**—These are words (listed at the start of each level) that students have not specifically practiced during the lesson but with generalization of the lesson content, should be able to decode. The generalization words occur in the reading passage for the level.

- **Distractors**—Distractors are foils (incorrect responses) that give students options from which to choose. Three distractor words are provided for decoding and comprehension questions and they follow this rule: correct answer, an option starting with the same sound as the correct answer, an option ending with the same sound or containing the same middle sound as the correct answer, and one response that is not plausible.

Providing praise

To increase the likelihood that a student will make the desired response in the future, be careful to deliver praise for independent correct and prompted correct responses. Students need to know when they have performed a skill correctly. Be sure to not praise incorrect responses. Praise should be specific. For example, after a student correctly chooses the letter/sound r when you ask, "What is the first sound in /rrrɪm/?" provide specific praise, "Yes, the first sound in /rɪm/ is /r/."

Champion Readers

Each level comes with a controlled-text passage that only uses words with the graphemes/phonemes and sight words introduced in the level or earlier levels. The characters and story themes are age-appropriate for older beginning readers (e.g., preteens or teens). A reference for the character names is provided in Appendix D. The passages are provided as spiral-bound books and are also included in the software/app. Because some students may need to repeat levels in order to master the content, especially at the early levels, for Levels 1–8, a second "story" featuring the same graphemes/phonemes and sight words is provided in order to maintain interest and reduce the possibility of memorization of answers. It is recommended that all students be provided opportunities to access and interact with the software/app and the text. One idea is to use the e-book for lessons and the spiral-bound book for additional readings in other contexts or vice versa. You may also consider rotating both during instructional time if generalization is an issue.

Champion Writer

Completing the activities in the *Champion Writer* can be a challenge for some students. Here are some suggestions that may help:

- For students who have physical disabilities that may prevent them from writing their responses, use rubber stamps to stamp the letters of their responses.

- To assist students with the sentence unscramble activity, a file containing the words is included on the disc. Print the file, cut the words apart, and allow the students to rearrange them until they form the sentence. These words can also be magnetized and arranged on the magnetic dry erase board. Students can then copy the sentence they formed onto the page in the *Champion Writer*.

- For students who are repeating a level, you can print individual pages of the *Champion Writer* from the disc. This file also allows you to use the lesson pages as homework assignments.

Proceeding through the lessons and monitoring progress

The first lesson of each level uses a 0-second time delay, in which you model the correct answer and ask the student to repeat your model. For each lesson thereafter, a 4-second time delay is given before providing a model for the student to follow. If at any time the student's accuracy for a lesson falls to 50% or less, return to a 0-second time delay (as in Lesson 1) for one lesson. (If working with a group, this lesson needs to be conducted outside of the group.) Return to a 4-second delay for the next lesson. This can be repeated as often as necessary. The software/app collects the student's response performance as a student (or group of students) progresses through the level (see the software User Guide for more information). Only independent, correct responses are counted toward the lesson total score (and accuracy percentage). Prompted correct responses (correct responses that

occur after you have modeled the answer) should be praised, but are not counted as correct. Only data from Lessons 2–5 are collected since Lesson 1 is completely modeled and the student is not making independent responses.

Students move to the next level when they obtain 80% correct, independent responses for three consecutive lessons. If a student does not reach the 80% criteria, he or she should repeat the level, beginning at Lesson 2 using the 4-second time delay.

The software/app automates advancing students when appropriate or repeating the level when appropriate. Note that when repeating Levels 1–8, the alternate passage (Story 2) is used to avoid boredom or possible memorization of responses. If a level is repeated more than once, alternate between Story 1 and Story 2.

Although the ERSB software/app tracks correct responses and moves to the next lesson/level, once the student reaches the criteria, you should monitor correct responses to keep students moving through the curriculum. (Appendix E provides a form for collecting data manually if you desire to do manual monitoring rather than using the software.) First, it is possible to obtain the overall 80% accuracy rate to move to the next level yet consistently miss items in one particular objective. If this happens, provide additional opportunities for the student to practice this skill. For example, if a student is doing well overall, but having trouble segmenting words, provide additional practice using some of the print materials provided. Provide more practice during other reading opportunities throughout the day.

Second, a student may seem to be "stuck," repeating levels without reaching the 80% criteria. Review the response patterns to determine what may be needed to keep the student progressing through the curriculum. As above, if there are certain objectives that the student is having difficulty with, provide additional opportunities to practice that skill. If the pattern fluctuates, reaching criteria one day and not the next day, the issue may be one of motivation. Providing differential reinforcement for correct responding can help. Differential reinforcement can also be useful

for encouraging appropriate learning behaviors such as remaining in the seat and waiting for a turn.

Frequently asked questions

1 **What comes after ERSB?** Students who master ERSB will be able to read passages of text silently. They should be able to transition into a reading curriculum that builds skills through working on fluency and comprehension. They will not necessarily need the iPad to read, but may prefer using e-text. An advantage of e-text is that a student can continue to use the text-to-speech function to check understanding for specific words or lines of text he or she does not understand.

2 **What if a student does not master a level?** The levels can be repeated as many times as needed until the student achieves the mastery criterion. However, to avoid repeating a level so many times that the student becomes bored, use some of the print materials to conduct the lesson. Or consider switching the use of the e-book and print book. You want the student to demonstrate continual progress, so review the accuracy of the individual objectives to determine whether you can provide extra practice on a specific skill in order to keep the student moving through the levels. Students may also benefit from generalization activities in which they practice their letter sounds in a variety of ways. For example, play the game "I spy…" saying, "I spy something that makes the /p/ sound." Students then find an object that begins with the sound (e.g., paper).

3 **When can I begin introducing other books for the student to read?** Once the students have mastered the first several levels, they may be able to use other readers with controlled vocabulary focused on the same phonemes. For example, one of our students was able to generalize to reading *Sound Out Chapter Books*. This set of books follows the same sequence of introducing letter/sounds, so they are a great way for students to generalize new reading skills. A print version of these books is available from High Noon Books (2005) and an

e-version of the books is available from Attainment Company (2014). High Noon also offers a set of workbooks with activities for comprehension, fluency, and writing.

4 **How many students can be included in a small group lesson?** A small group lesson will need to include students who are working on the same level/lesson. It would be too cumbersome to go back and forth between lessons for different students at the same time. Up to three or four students can be grouped together, but the number and composition of the group should depend upon the students' abilities to wait for their turn without being distracted, and how well the students can work together. You will also need to consider seating arrangements so you can reach each student easily when physical prompting is needed. Students who need more prompting should sit closest to you. You will also want students to be able to see how their peers have responded. One benefit to small groups is that students can learn from their peers. If using a small group, you need to be able to manage the program quickly to keep a steady pace. Remember to have students create an avatar in the software/app so the data will be collected accurately for each student.

5 **Can a teacher assistant conduct the lessons?** This depends upon the skill level of the assistant. An assistant can conduct the lesson if he or she is well-trained in the prompting procedures. You will want to monitor to make sure there is good instructional fidelity. You will also want to monitor the data to make sure the student is progressing through the levels as expected. Instructional decisions regarding what to do when students are not making expected progress should be made by you.

Problem solving

Students may begin slowly at first in the entry levels of ERSB. Remember that students are learning the format of the lessons as well as specific skills. We have found that over time, many students' pace of learning accelerates. We encourage you to

persist, repeating a level or returning to a 0-second time delay as needed, until the student begins this acceleration. One of the most exciting experiences you as a teacher can have is when your student begins to read. We hope your students will surprise you with their successes. The following are some suggestions for encouraging successes:

1 **Problem: My student continues to get the answer wrong at 4-second time delay.** Use the 0-second time delay for more days, then try the 4-second time delay again. Or tell the student not to guess. Say, "If you are not sure of the answer, don't guess. Wait for me to help you."

2 **Problem: My student always waits the 4 seconds for me to give a prompt.** Wait longer to see if the student will answer. Or keep score like a game: 1 point for correct with help responses; 2 pts for correct with no help responses.

3 **Problem: My student seems stuck on the Segmenting II activity.** Segmenting does seem to be the most difficult skill to master. First, make sure you interrupt a student before he or she makes an error. Second, make sure you are correcting the segmentation of the entire word and not just the phoneme that was incorrect. Even if only one phoneme was incorrect, model segmenting the entire word. Also try extra practice on this skill outside of the software lesson using words from the lesson (see each level's content) and other words using the same phonemes in other settings. Using your fingers or objects (e.g., chips or blocks) to indicate and count the number of phonemes as they are spoken may also help.

4 **Problem: My student rarely gets comprehension questions correct.** Point to the text in the passage—the sentence with the correct response—and reread the question. Then point to the answer in the text. Or build background knowledge by talking about the topic of the story. Or use engaging activities to help the student understand the story (e.g., set up a tent in the room to describe camping).

Scripted Lessons

LEVEL 1
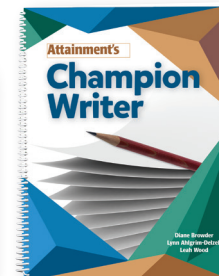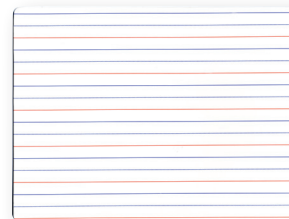
Focus
Ss, Mm, Aa (short)

Phonemic awareness
- Blend sounds for VC and CVC words
- Segment first sounds in words
- Segment sounds in VC and CVC words

Phonics
- Sounds /s/, /m/, /æ/ corresponding to graphemes Ss, Mm, Aa
- Decode VC and CVC words

Sight words
a, boy, I, is, see

Generalization words
None

Connected text
- ATOS level = Story 1: 0.2; Story 2: 0.2
- Lexile level = Story 1: –240L; Story 2: –200L

Objectives
1 Identify Ss, Mm, and Aa when given the sounds /s/, /m/, and /æ/.

2 Blend sounds to form VC and CVC words.

3 Segment the first sound in words beginning with /s/, /æ/, or /m/.

4 Segment the sounds in VC and CVC words.

5 Decode VC and CVC words and identify their meanings.

6 Read 5 new sight words.

7 Read connected text.

8 Answer comprehension questions about connected text.

9 Write responses to activities that review level objectives.

Teaching notes
This level introduces the student to the ERSB program. Level 1 introduces the letters/sounds s, m, and short a. Remember to use the sound a letter makes whenever the letter appears in virgules (e.g., /s/) in the lesson plan.

For the ERSB program, Lesson 1 always demonstrates every item for the first six activities at a 0-second time delay. Lessons 2–5 provide one demonstration item, and the remaining items prompt students if needed using a 4-second time delay. For the comprehension questions, the least intrusive prompt is used to help students respond.

Level 1 Content

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Letter/sound identification	Ss, Mm, Aa (short)				
Blending	Sam, am				
Segmenting I	Sam, man, apple, sit, mud, ant	**Demo:** mom am, soap, Monday, at, sack	**Demo:** at see, my, attic, soon, many	**Demo:** Sam moon, animal, seat, make, add	**Demo:** Sam mouse, at, sun, mess, app
Segmenting II	Sam, am				
Decoding	Sam, am				
Sight Words	a, boy, I, is, see				
Reading text/ Comprehension questions (correct response in **bold;** order of randomized choices onscreen may vary)			Story 1: I See Sam		
	What is Sam? (Sam, am, see, **boy**)	Who did the girl see? (man, Tim, see, **Sam**)	What is Sam? (is, big, Sam, **boy**)	Who did the girl see? (dog, **boy**, is, see)	What is Sam? (is, big, **boy,** toy) Who did the girl see? (sat, Tam, **Sam**, see)
			Story 2: Sam Is a Boy		
	What is the boy's name? (**Sam,** see, boy, Tam)	Who did the girl see? (man, **Sam,** see, Tim)	Who is a boy? (boy, is, big, **Sam**)	What did the girl see? (see, **boy,** dog, is)	Who did the girl see? (is, **Sam,** bat, see) Who is a boy? (**Sam,** Tam, boy, see)

Letter/sound identification

Ss
Mm
Aa

S
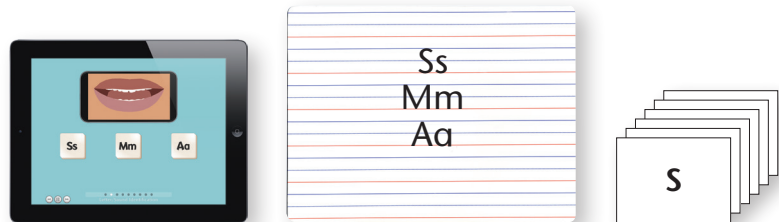
Objective 1

Identify Ss, Mm, and Aa when given the sounds
/s/, /m/, and /æ/.
Pronunciation: /æ/ as in <u>a</u>m

Prompting

- Lesson 1: Time delay 0 seconds
- Lessons 2–5: Time delay 4 seconds

Activity directions

I'll say a sound, and you find the letter that makes that sound.

Teaching moment

✔ Note that the emphasis in this activity is on the sounds the letters make. Introduce the letters/sounds Ss, Mm, and Aa. Point to the tiles on the software screen or dry-erase board and say, **Let's learn the sounds /s/, /m/, and /æ/.**

✔ If the student struggles, use visual and articulatory cues that show the student how a sound is made (e.g., point to your lips to say /mmm/).

✔ If the student does not know uppercase from lowercase letters, use the flashcards to practice matching them.

✔ If the student chooses an incorrect response, repeat the direction using a 0-second time delay (tell the student the answer) and have the student repeat the correct response as described below in how to help the student.

Cue	Student's independent response	If student needs help
What letter says /s/?	Finds the letter <u>S</u>s to make the /<u>s</u>/ sound.	For Lesson 1, model finding the correct response, and continue pointing to it until the student finds it. If no response or an incorrect response, physically guide the student to find the letter and say, **This is /<u>s</u>/.** For Lessons 2–5, if no response after 4 seconds or an incorrect response, model finding the letter, and continue pointing to it until the student finds it. If needed, physically guide the student to find the letter and say, **This is /<u>s</u>/. You touch it.**

Repeat with Mm and Aa.

Blending

Sam
am

Objective 2
Blend sounds to form VC and CVC words.
Pronunciation: /æ/ as in am

Prompting
- Lesson 1: Time delay 0 seconds
- Lessons 2–5: Time delay 4 seconds

Activity directions
**I'll say some sounds. You blend the sounds together and find the word they make.**

Teaching moment
✔ It is easier to blend a final consonant onto a CV string (e.g., Sa—m) than to blend an initial consonant onto a VC string (e.g., S—am); therefore, the first two levels in ERSB focus on blending the final consonant onto a CV or V string.

✔ To make it easier for the student, prolong the sounds in the CV or V string followed by a pause before adding the final consonant.

✔ If needed, use the dry-erase board to demonstrate blending using fewer words as distractors.

✔ If the student chooses an incorrect response, repeat the direction using a 0-second time delay (tell the student the answer) and have the student repeat the correct response as described below in how to help the student.

Cue	Student's independent response	If student needs help
/sæ/ /m/. **Which word am I saying?**	Finds the word <u>Sam</u>.	For Lesson 1, model finding the correct response, and continue pointing to it until the student finds it. If no response or an incorrect response, physically guide the student to find the word.
		For Lessons 2–5, if no response after 4 seconds or an incorrect response, model finding the word and say, **This is <u>Sam</u>. You touch it.** Continue pointing to it until the student finds it. If needed, physically guide the student to find the word.

Repeat with the <u>content</u> for each lesson; see **Level 1 Content** on p. 27.
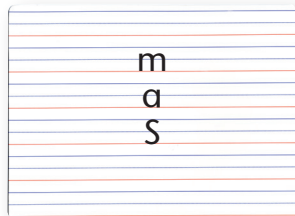
Segmenting I

Objective 3
Segment the first sound in words beginning with /s/, /æ/, or /m/.
Pronunciation: /æ/ as in a̲m

Prompting
- Lesson 1: Time delay 0 seconds
- Lessons 2–5: Time delay 4 seconds

Activity directions
**I'll say a word. You show me the first sound you hear in the word.**

Teaching moment
✔ In learning to segment sounds in words, it is easier to segment the initial sound than the middle or ending sound; so for this level, this activity focuses on segmenting the initial sound in words.

✔ Pause for one second between the direction ("What is the first sound in") and the target word to prepare the student for the target word.

✔ This activity helps the student segment sounds by emphasizing or slightly prolonging the first sound in the word when possible.

✔ If the student chooses an incorrect response, repeat the direction using a 0-second time delay (tell the student the answer) and have the student repeat the correct response as described below in how to help the student.

Cue	Student's independent response	If student needs help
What is the first sound in (1 sec. pause) **Sam?**	Finds s̲ to say /s̲/.	For Lesson 1, if no response or an incorrect response, physically guide the student to touch s̲. Say, **The first sound is /s̲/.**
		For Lessons 2–5, if no response after 4 seconds or an incorrect response, model finding the sound and say, **The first sound is /s̲/. You touch it.** If needed, physically guide the student to find /s̲/.

Repeat with the content for each lesson; see **Level 1 Content** on p. 27.

Segmenting II
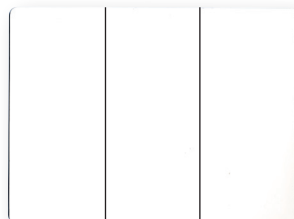
Objective 4
Segment the sounds in VC and CVC words.
Pronunciation: /æ/ as in <u>a</u>m

Prompting
● Lesson 1: Time delay 0 seconds
● Lessons 2–5: Time delay 4 seconds

Activity directions
**Use the sounds you learned to sound out some words.
I'll say a word, and you sound it out.**

Teaching moment
✔ To help the student segment all of the sounds in the word, hold up a finger for each sound the student needs to find.

✔ Or divide the dry-erase board into sections to indicate how many sounds are in a word.

✔ If the student chooses an incorrect response, repeat the direction using a 0-second time delay (tell the student the answer) and have the student repeat the correct response as described below in how to help the student.

✔ If the student makes an error on even one sound, have the student listen as you segment **all** the sounds in the word in the correct sequence. Then restate to touch the sounds in the word.

Cue	Student's independent response	If student needs help
Sound out the word <u>Sam</u>.	Finds <u>s</u>, <u>a</u>, and <u>m</u> for the sounds /s/, /æ/, and /m/.	For Lesson 1, if no response or an incorrect response, physically guide the student to touch <u>s</u>, <u>a</u>, and <u>m</u> to segment the word. Then say the blended word.
		For Lessons 2–5, if no response after 4 seconds or an incorrect response, say, **Listen, /s/ /æ/ /m/. Touch the sounds in <u>Sam</u>.**
		If still no response or an incorrect response, model segmenting the word by touching and saying each sound. Then say, **Touch the sounds in <u>Sam</u>.**
		If still no response or an incorrect response, say, **Let's touch the sounds in <u>Sam</u>.** Then physically guide the student to touch each sound while you say it.

Repeat with the <u>content</u> for each lesson; see **Level 1 Content** on p. 27.

Decoding

Objective 5

Decode VC and CVC words and identify their meanings.
Pronunciation: /æ/ as in am

Prompting

- Lesson 1: Time delay 0 seconds
- Lessons 2–5: Time delay 4 seconds

Activity directions

**Now, use the sounds and letters you learned to read a word and find its picture.**

Teaching moment

✔ Be certain the student knows the name of each picture.

✔ In this level, demonstrate sounding out the word to be decoded by first pointing to each letter in the word while saying its sound, then blending the sounds together to say the word, and then touching the picture of the word. Prolong the sounds to stretch out the word.

✔ If the student chooses an incorrect response, repeat the direction using a 0-second time delay (tell the student the answer) and have the student repeat the correct response as described below in how to help the student.

Cue	Student's independent response	If student needs help
First, let's hear each picture's name.	Listens as each picture is named.	
For Lesson 1 and demonstration items, touch each letter as you stretch out the sounds in the word, **/sss/ /æ/ /mmm/.** Then touch the picture and say, **Here is Sam.** Point to the picture of Sam until the student finds it. For Lessons 2–5, model decoding by touching each letter and saying its sound. Then touch the picture. Say, **Your turn. Read this word /s/ /æ/ /m/ and find the picture.** Point to the picture of Sam until the student finds it.	Finds the picture of Sam.	For Lesson 1, if no response or an incorrect response, physically guide the student to touch the picture of Sam. For Lessons 2–5, if no response or an incorrect response, model sounding out the word while you point to each letter and find the picture. Say, **This is /s/ /æ/ /m/. Here is the picture of Sam. Now you read Sam and find the picture.** Physically guide the student's hand if needed.

Repeat for all with the <u>content</u> for each lesson; see **Level 1 Content** on p. 27.

Sight words
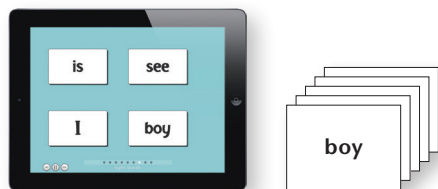
Objective 6
Read 5 new sight words.

Prompting
- Lesson 1: Time delay 0 seconds
- Lessons 2–5: Time delay 4 seconds

Activity directions
Sight words are tricky because you can't sound them out. You have to remember what they look like. Find the word.

Teaching moment

✔ The pace between presentation of words is purposely rapid to keep the student motivated.

✔ Use the sight word flashcards to provide extra practice of sight word reading. Provide up to 4 response options for students to choose from.

✔ If the student chooses an incorrect response, repeat the direction using a 0-second time delay (tell the student the answer) and have the student repeat the correct response as described below in how to help the student.

✔ Create a word wall with sight words from this level.

Cue	Student's independent response	If student needs help
Find the word boy.	Finds the word boy.	For Lesson 1, if no response or an incorrect response, physically guide the student to find boy. Say, **This is boy.**
		For Lessons 2–5, if no response after 4 seconds or an incorrect response, model finding the word and say, **This is boy. You touch it.** Physically guide the student to find the word if needed.

Repeat with the <u>new sight words</u> and <u>review sight words</u>, words required for reading the story for this level; see **Level 1 Content** on p. 27.

Reading text /Comprehension questions

Sam
am
see
boy

Objective 7 / Objective 8
Read connected text. / Answer comprehension questions about connected text.

Prompting
Least intrusive prompt

Activity directions
Now that you know how to read words, you can read a page from the story. Today you will read about a boy named Sam.

Teaching moment
✔ In this level in the software, the text is read to the student when he or she touches the word. Point to the words to indicate to the student to read each word.

✔ One page of the story is read during each lesson, followed by comprehension questions. If repeating this level, Story 2 will be used in the software.

✔ Use **Champion Reader 1** to show the title of the story and to point out the characters. It can also be used to give students additional reading practice. The comprehension questions that could be asked if not using the software and possible response options are listed in the **Level 1 Content** on p. 27. Write response options on the dry-erase board for students to read.

Cue	Student's independent response	If student needs help
For Lessons 1–5, point to each word on the page and model reading it. Say, **Your turn.** In Lesson 5, give the student the opportunity to read sentence-by-sentence after the model is given.	Touches each word in the sentence to read it.	If no response, model touching each word while you say, **Read the sentence. Touch Sam, touch is, touch a, and touch boy.** Point to each word until the student touches it. If the student touches the wrong word, point to the correct word and say, **Here is Sam.** If the student does not respond or stops responding, physically guide the student to touch each word. Say, **Here is Sam. Here is is. Here is a. Here is boy.**

(Table continues)

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Cue	Student's independent response	If student needs help
After the student reads the sentence(s) on the page, say, **Let's answer some questions about the story. What is Sam?**	Chooses the word <u>boy</u>.	If no response or an incorrect response, read the sentence again, and ask, <u>What is Sam</u>? If still no response or an incorrect response, read the sentence, <u>Sam is a boy</u>, then physically guide the student to find boy, and say, <u>Boy</u>. <u>Sam is a boy</u>.

Repeat with the <u>content</u> for each lesson; see **Level 1 Content** on p. 27.

Closing / Writing activity
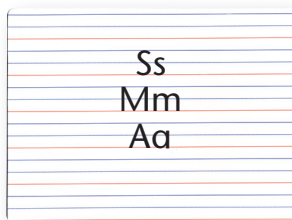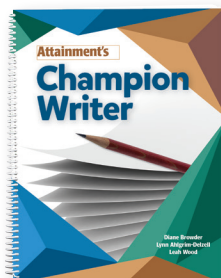
Objective 9
Write responses to activities that review level objectives.

Activity directions
Your lesson is over. GREAT reading today! Let's complete a page in your Champion Writer.

Teaching moment

✔ In order to keep the lesson from becoming too long, consider completing the writing activity at another time of the day.

✔ Some students may need adaptations to complete the writing page in **Champion Writer;** see p. 20 for ideas.

✔ Use the dry-erase board and an erasable marker to give the student practice in writing/forming the letters/sounds of this level.