

Lifelong Readers Launch

Organization, Preparation, & Structure



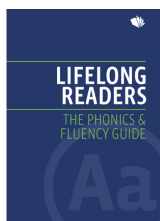
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Teacher Organization



Teacher Organization
Lifelong Readers Phonics & Fluency

Teaching Materials



Teacher Guide



Phonics Cards

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PA & Spelling Lists

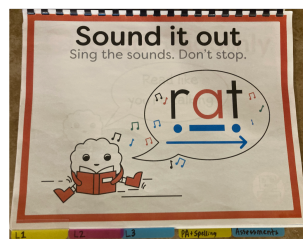
Organize Phonics Cards

By Phonics Skill



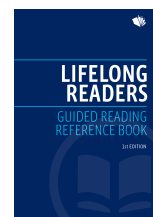
Organize Supplementary Materials

Visuals by Level + PA & Spelling Lists + Assessments

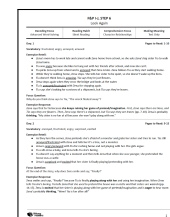


Teacher Organization
Lifelong Readers Guided Reading

Teaching Materials



Reference Book



Lesson Plan or Text Guide



GR Visual Guide



Phonics Cards

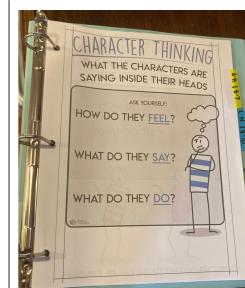
Organize Phonics Cards

By Phonics Skill

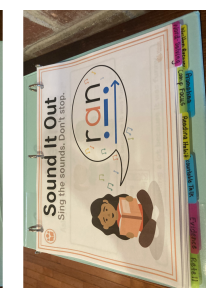


Organize Visuals

Option 1: By Reading Level



Option 2: By Visual Type





What type of preparation is needed?



What type of preparation is needed?

- Teacher-led = Practice
- Student-led = Internalization

Teacher Preparation



What type of preparation is needed?

- Teacher-led = Practice
- Student-led = Internalization

Lesson Plan Internalization

LLR Guided Reading Curriculum

Levels: F&P A-F, STEP Pre-4

1. Prep for Word-Solving Prompting
 - Word-Solving Guide: Open to the correct level in the Word-Solving Guide.
 - Challenging Words: Highlight words in the text that may be challenging for students to read.
 - Phonics Skill: Classify the word by the phonics skill (e.g., word family, sound combo) and write the skill above the word.
2. Prep for the Focus Question
 - Text Guide: Read the Focus Question in the Text Guide.
 - Evidence: Mark the pieces of evidence that students can use to answer the Focus Question.

Levels: F&P G-W, STEP 5-13

1. Read the Text
 - Read the text. While reading, mark up moments in the text where students could use the vocabulary words.
2. Prep for the Retell
 - Read the exemplar retell in the lesson plan.
 - Highlight the major plot points from the lesson plan in the text.
3. Prep for the Focus Question
 - Read the focus question and exemplar response in the lesson plan.
 - Highlight the evidence used in the exemplar response in the text.
 - Mark any additional evidence you will accept in the focus question.
 - Extension: Jot any additional inferences you will accept.



Structure, Visuals, & Timestamps




LEVEL 1: Structure for Phonics & Fluency Lessons					
LEVEL 1: Emergent Readers					
Oral Drill 5-7 min	<ul style="list-style-type: none">Letter Identification & Sounds: Say letter name first, then soundShort Vowel Sounds: Say name of vowel, name of picture, then soundSight Words: Practice 10-15 words				
Decodable Warmup 3-5 min	<p>Letter Identification & Sounds</p> <ul style="list-style-type: none">Students say the name of the letter, then the soundStudents finger trace the letter while saying the name of the letter <p>Vowels</p> <ul style="list-style-type: none">Students say name of vowel, name of picture, then soundIndividual turns with vowels <p>Decodable Words</p> <ul style="list-style-type: none">Review the Sound It Out VisualStudents sound out the word, students read the word <p>Sight Words</p> <ul style="list-style-type: none">Students read the sight wordStudents finger trace each letter while saying the name of the letterStudents read the sight word again				
Decodable Stories 7-10 min	<p>Cycle of Reading</p> <table><thead><tr><th>BOOK A-B</th><th>BOOK B-C</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">Choral ReadIndividual Student TurnsModel Read, Echo Read</td><td><ul style="list-style-type: none">Whisper Read IndependentlyChoral ReadIndividual Student TurnsModel Read, Echo Read</td></tr></tbody></table>	BOOK A-B	BOOK B-C	<ul style="list-style-type: none">Choral ReadIndividual Student TurnsModel Read, Echo Read	<ul style="list-style-type: none">Whisper Read IndependentlyChoral ReadIndividual Student TurnsModel Read, Echo Read
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Phonemic Awareness & Spelling 3-5 min	<p>Phonemic Awareness & Spelling</p> <ul style="list-style-type: none">Teacher Models, Students EchoGuided PracticeCorrective Feedback <p>Note: Students will need paper/pencil or whiteboard/marker</p>				
<p>Kid-friendly Definitions</p> <p>Consonants: The consonants are all the letters, but the vowels</p> <p>Vowels: The vowels are a, e, i, o, u, and sometimes y</p> <p>Sight Words: Sight Words are words that we just have to know</p>					

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Level 1
Phonics & Fluency Visuals

Word-Solving




Sound it Out

Fluency



Read Smoothly



Periods


1

Structure: F&P Levels G-H, STEP 5	
Before Reading 3-5 min	<p>Oral Drill</p> <ul style="list-style-type: none">Sound Combinations 1 and 2: Say letters, name of picture, then soundSight Words: Practice 20 wordsChunk It: Review visual <p>Comprehension Intro</p> <ol style="list-style-type: none">Focus: Character Thinking<ul style="list-style-type: none">Post Character Thinking Anchor ChartStudents give the definition and name the processReading Habit: Subvocalize<ul style="list-style-type: none">Remind students they can read silently or move their mouths without making any soundModel in 20-30 seconds if necessaryReading Task<ul style="list-style-type: none">Give pages to read
During Reading 5-7 min	<p>Word-Solving</p> <ul style="list-style-type: none">Use the Word-Solving Guide for F&P Levels G-K, STEP 5-7
After Reading 10-15 min	<p>Comprehension Focus: Character Thinking</p> <ul style="list-style-type: none">Use the Comprehension Guide for F&P Levels G-K, STEP 5-7 <p>Retell: Use Lesson Plan for Exemplar Retell</p> <ul style="list-style-type: none">Post and Review the Retell Visual for F&P Levels G-K, STEP 5-7Chart notes of group retell <p>Focus Question: Use Lesson Plan for Exemplar Response</p> <ul style="list-style-type: none">Post Character Thinking Anchor ChartChart group responsesStudents should:<ol style="list-style-type: none">Use Text Evidence & Character ThinkingEvaluate the group response using the Anchor Chart <p>Written Response: Pass out student work</p> <ul style="list-style-type: none">Students complete written responses independently at desks after the lessonHighlight strong responses the next time the group meets

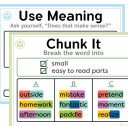
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F&P Level G-H, STEP 5
Guided Reading Visuals


Before Reading




Phonics Cards



Word-Solving




Comprehension Focus




Reading Habit


During Reading




Vowels



Sound Combos 1




Sound Combos 2

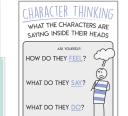


Word Families 1-2


After Reading




Retell & Vocab Cards



Comprehension Focus



Accountable Talk



Evidence

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Structure Resource + Visual Guide

Two Essentials

Sound Pronunciation & Accountable Talk



www.lifelonglearners.us

Sound Pronunciation



Phonics & Fluency Teacher Guide

Sound Pronunciation Guide

Levels 1-3

F&P A-K, STEP Pre-7

[Video Link](#)

Accountable Talk



Introduce, Remind, Encourage

[Video Link](#)