



**CRAFTING
MINDS**

DECODING DUO

STRUCTURED LITERACY ROUTINES



BY THE CRAFTING MINDS GROUP

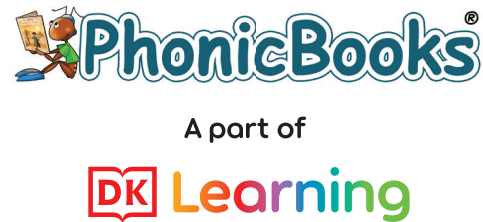
DECODING DUO

Structured Literacy Routines to Accompany Dandelion Launchers Set 2 Books 8a-11b

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Scope and Sequence of Dandelion Launchers Lessons

Lesson Number/Book	Phonics Concept and Letter Patterns	Trick Words	Vocabulary Word	Page
Lesson 1: <i>Junk 8a</i>	CVCC Rime Pattern: ump, amp, ust, ent	said, the, to, of	camp	18
Lesson 2: <i>The Gift 8b</i>	CVCC Rime Pattern: ank, and, int, est	his, give, live, you	tank	33
Lesson 3: <i>Don't Spill 9a</i>	CVCC Starter sounds (blends) dr, br, sp, fr	from, is Review: the, to	spill	48
Lesson 4: <i>Floss 9b</i>	CCVC Starter sounds (blends) gl, gr, sn, tr	have, says Review: to, is	trim	63
Lesson 5: <i>Stunt Rat 10a</i>	CCVCC suffix -s & Rime Patterns im, ip, ant	he, be Review: is, the	pants	78
Lesson 6: <i>Frank Swims 10b</i>	Combining Starter sounds (blends) and 3 sound rime patterns (Frank, slept, stand, grunt) ept, unt, sl, st	has, for Review: the, he	stand	93
Lesson 7: <i>Nuts for Lunch 11a</i>	Starter sound ch (digraph) Rime patterns uch, ench, unch	was Review: said, for to	bench	108
Lesson 8: <i>The Champ 11b</i>	Starter sound ch (digraph) Rime pattern anch imp Review-amp	Review: from, is, says, the	branch	123

Pathways to Progress Skill Groups

Matching Skills Group to Instructional Need

Pathway Name	Student Characteristics
Foundational Skills	Student(s) demonstrate below benchmark skills across most or all areas of early literacy screening or benchmark measures. The recommended instructional routines offer support across all aspects of word, sentence and passage reading and comprehension. Activities include single word, sentence, and passage reading.
Accuracy Skills	Student(s) demonstrate variable performance across early literacy screening or benchmark measures with notable weaknesses on measures of nonword decoding and/or phonics skills. The recommended instructional routines offer support in building foundational phonemic awareness, sound/symbol, decoding and spelling skills. Activities include single word, sentence and passage reading.
Fluency Skills	Student(s) demonstrate strengths in foundational phonemic awareness, letter/sound and decoding skills on early literacy screening or benchmark measures but indicate an ongoing need for fluency instruction. The recommended instructional routines offer support in building automaticity across all aspects of word knowledge including phonemic awareness, letter pattern recognition, sight word familiarity, single word and sentence reading, and passage reading fluency.
Vocabulary and Comprehension Skills	Student(s) demonstrate strengths in word reading accuracy and fluency but may not be performing at benchmark on measures of vocabulary knowledge, oral language and/or reading comprehension. The recommended instructional routines offer support in building vocabulary knowledge, prosody skills, and text comprehension at both the sentence and passage level.

Decodable Text: *Junk*, Book 8a

Phonics Concept to Teach: CVCC/Rime patterns ump, ent, amp, ust

I. Trick Word Intro & Review (New Word in Gray)

1. said 2. the 3. to 4. of

II. Phonemic Awareness (Blending)

III. Phonics Concept

CVCC/Rime pattern ump, ent, amp, ust

IV. Letter Sound Review (New Sound/Concept in Gray)

1. ump 2. ent 3. amp 4. ust

V. Single Word Reading

1. dump 2. camp 3. must 4. went

VI. RAN Chart (Single Word or Phrase)

VII. Sentence Reading

1. Alf met Hank at the dump.
2. Hank and Alf went off to camp.
3. "I must get rid of this old tent," said Alf.

VIII. Phonemic Awareness Instruction (Segmenting)

IX. Dictation

Trick Word	1. said		
Sounds	1. ump	2. ent	3. est
Words	1. tent	2. ramp	3. rust
Sentence	1. Hank went to camp.		

X. Vocabulary Routine

camp



XI. Book Reading and Comprehension Check

Read to find out why Alf goes to the dump.

Comprehension Questions:

1. What does Alf bring to the dump? (Factual)
2. Why did Alf bring the tent to the dump? (Inference)
3. What are some things we know about Alf? (Analyze)
4. What do you think the word "mend" means? (Vocabulary)

New Trick Word

said

s

ai

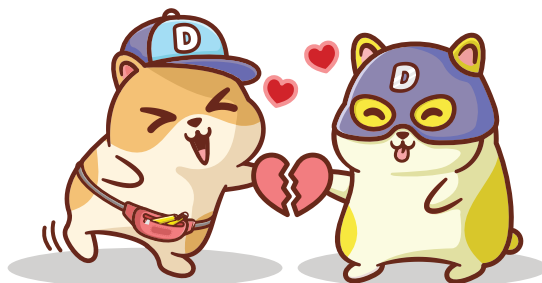
d



the

th


e



New Trick Word

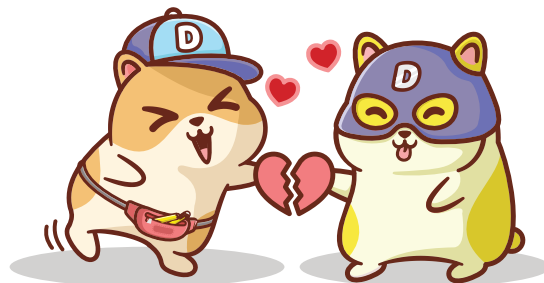


to

t	o
---	---



of

o	f
---	---



Sound Games - PA Round 1 (Teacher Slide)

If your district uses a phonemic awareness program, please insert those activities now. Otherwise, use the routine below. These oral activities should have a quick and lively pace.

Teacher: We are going to play a mystery word game, I am going to give you the sounds, and you will blend them together to figure out the word.

Teacher: Let's try one. Watch me hold up a finger for each sound. When I connect my fingers, you will blend the sounds to say the mystery word.

BLENDING		
Teacher models	/s/ /u/ /m/ /p/	sump
Teacher and student together	/p/ /u/ /m/ /p/	pump
Students alone	/s/ /e/ /n/ /t/	sent
Students alone	/r/ /e/ /n/ /t/	rent
Students alone	/g/ /u/ /s/ /t/	gust
Students alone	/ch/ /a/ /m/ /p/	champ



Phonics Concept (Teacher Slide)

Teacher: Did you know that every word has a rime pattern? A word's rime pattern includes the vowel and final sounds. Rime patterns make words easier to read, so I want to show you a strategy to find the patterns.

Teacher: Let's practice finding the rime pattern in our first word. (Silently write **damp**.)

Teacher: I can find the rime pattern by running my finger underneath the letters until I come to the vowel sound. Tell me when I come to the letter making a vowel sound. (Silently run finger under word until the **letter a**.)

Teacher: The vowel is the beginning of the rime and the pattern stops at the final letter. (Underline **amp**.) Quietly sound out the rime pattern, and when I point to it say it out loud (Elicit **amp** from students.)

Teacher: But our word is not **amp**. We need to add the starter sound. What is the starter sound in this word? (Elicit /d/) Now blend them together to make the whole word (Elicit /d/ /amp/-**damp**) (Elicit: **damp**)

	Teacher Models	Teacher and Students Together	Students Alone	Students Alone
1. Write target word on whiteboard	damp	lump	bent	just
2. Underline rime pattern and read rime pattern	<u>damp</u>	<u>lump</u>	<u>bent</u>	<u>just</u>
3. Say starter sound and read whole word.	damp	lump	bent	just



Letter/Sounds Practice

ump

ent

amp

ust



Single Word Reading

1. dump

2. camp

3. must

4. went





RAN Chart - Single Words

dump	camp	must	went
must		camp	dump
went	dump	must	camp
camp	must		went



RAN Chart - Phrases

at the dump	went off to camp	went to the dump
went off to camp		at the dump
went to the dump	at the dump	
went off to camp	went to the dump	at the dump



Syntactic Phrasing

1. Alf met Hank at **the dump**.

2. Hank and Alf **went off to** camp.

3. "I **must get rid of this old tent,**" **said** Alf.



Sound Games - PA Round 2 (Teacher Slide)

If your district uses a phonemic awareness program, please insert those activities now. Otherwise, use the routine below. These oral activities should have a quick and lively pace.

Teacher: We are going to play another word game, this time I am going to give you the whole word, and you will break it up into its sounds.

Teacher: Let's try one. I say the word, you repeat the word. Then hold up a finger as you say each sound. Watch me demonstrate.

SEGMENTING

Teacher models	sump	/s/ /u/ /m/ /p/
Teacher and student together	pump	/p/ /u/ /m/ /p/
Students alone	sent	/s/ /e/ /n/ /t/
Students alone	rent	/r/ /e/ /n/ /t/
Students alone	gust	/g/ /u/ /s/ /t/
Students alone	champ	/ch/ /a/ /m/ /p/



Dictation (Teacher Slide)

If you have an existing dictation routine connected to your Tier 1 program feel free to employ those strategies.

Teacher (Trick Word): Your trick word to spell is _____. (Have students repeat the word.) Use the heart word strategy by identifying the sounds, and matching up the letters. Which letter(s) did we need remember by heart because they were acting in a magical way? (Students respond.)

Teacher (Sounds): The sound is _____, what is the sound? (Students repeat.) What letter(s) makes that sound? (Students respond/write down.)

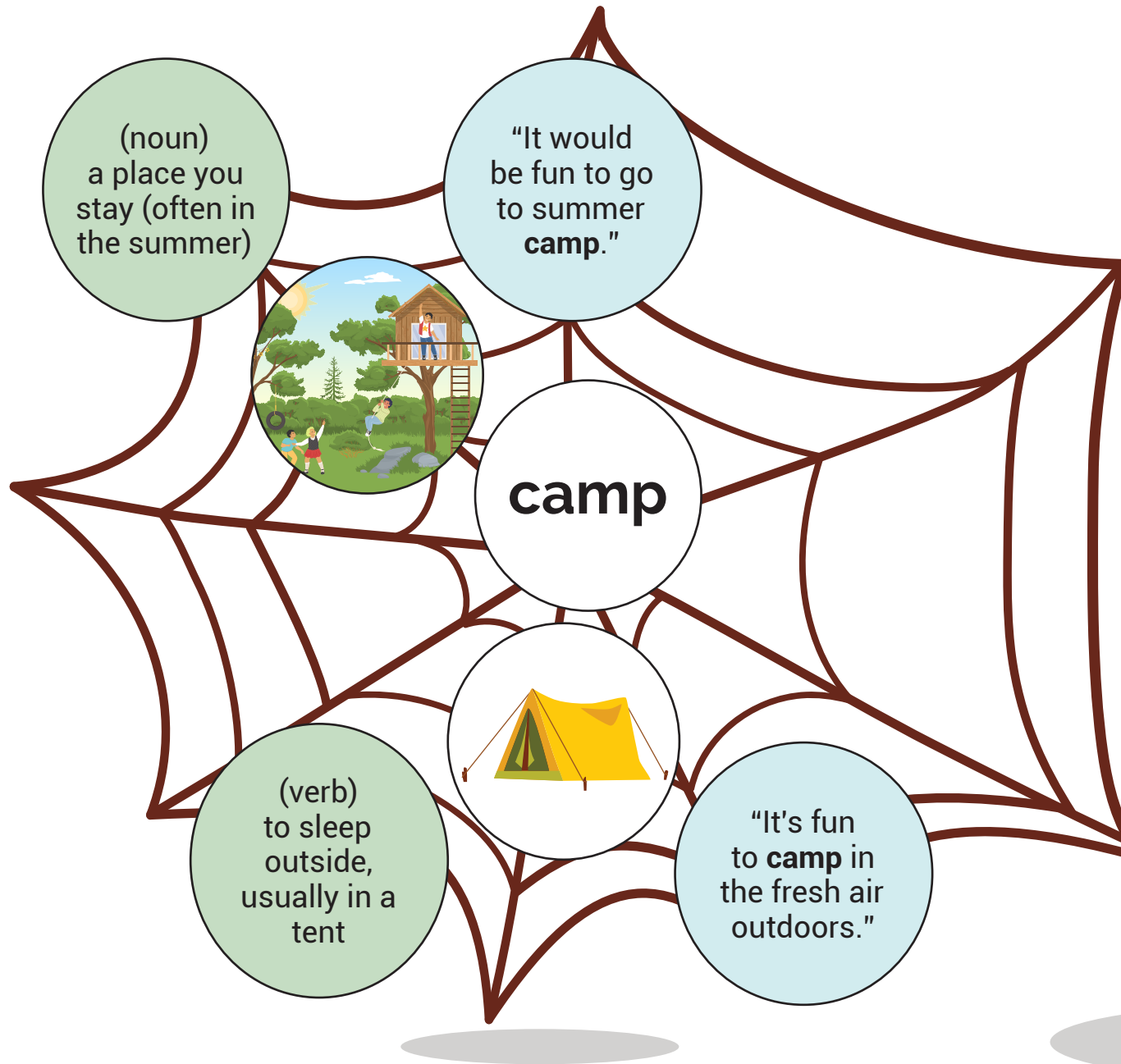
Teacher (Words): The word is _____. (Use the word in a sentence.) What is the word? (Students repeat.) Tell me the starter sound in (word). What letters make that starter sound? Tell me the rime pattern in (word). What letters make the rime pattern? (Students respond after each prompt.)

Teacher (Sentence): The sentence is _____. I am going to throw you the sentence, hold your pencil in your writing hand and catch the sentence in your other hand. Let the sentence out of your hand one word at a time. Hold up a finger for each word you say.

Trick Word	1. said		
Sounds	1. ump	2. ent	3. est
Words	1. tent	2. lamp	3. rust
Sentence	1. Hank went to camp.		



Vocabulary Word Web



Elicit students' connections for each word meaning.



Book Reading (Teacher Slide)

Purpose for Reading: Read the story to find out why Alf goes to the dump.

QUESTIONS	ANSWERS
1. What does Alf bring to the dump?	Alf brings an old tent to the dump.
2. Why did Alf bring the old tent to the dump.	Answers could include: the tent was broken, Alf has a new tent, etc.
3. What are some things we know about Hank?	Answers could include: he is handy, he likes to fix up old things, he likes to camp
4. What do you think "mend" means?	"Mend" means to fix.



Additional Concept/Pattern Practice

dump	bump	lump	jump
zump	tump	fump	yump
must	dust	rust	just
fust	hust	vust	nust



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