

Name _____

Bossy R

AR OR

Cut and glue the pictures under the correct pattern. Then write the words.

Name _____

Bossy R

AR & OR

Read the words. Write the words in the correct column.

corn	chart	dart	storm	hard
harm	for	arch	scar	north
pork	horse	porch	start	sharp

AR OR

PHONICS

R-Controlled Vowels

FIRST GRADE CENTERS AND MORE



ar or ur



ar or ur



ar ir or

Name _____

Bossy R

Write the correct Bossy r pattern for each picture.

A. 	B.	C.	D.
E.	F.	G.	H.
I.	J.	K.	L.
M.	N.	O.	P.
Q.	R.	S.	T.
U.	V.	W.	X.



Teaching R Controlled Vowels First Grade

Carson Dellosa Education

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the Carson Dellosa Education logo.

Teaching R Controlled Vowels First Grade:

Everyday Phonics Intervention Activities Grade 4 with CD Donna Schmeltkopf-Clark, 2009 Instant 5 day units build phonics skills Includes 1 Book and 1 CD ROM *Handbook of Effective Literacy Instruction* Barbara M. Taylor, Nell K. Duke, 2014-07-21 The intent of this handbook is to provide a comprehensive forward looking research based resource for teachers teacher educators and researchers on the key inter connected components of effective literacy instruction The book is designed so that it is a readily useable resource for pre service and practicing teachers as well Every chapter in sections I II III and IV includes substantial suggestions for implementing research based practices in the classroom and for engaging in professional learning to help teachers increase their effectiveness as literacy instructors Every chapter in section IV also includes substantial suggestions for fostering collaboration among staff and when applicable parents within schools

Helping Struggling Readers Susan Fondrk, Cheryl Frasca, 2005-09 Learn from those who have already been there done that and know what works Drawing on their combined 47 years of experience as Title I resource teachers the authors provide a detailed road map for helping struggling readers become proficient **Teaching Reading Across the Day, Grades K-8** Jennifer Serravallo, 2024-04-21 Reading well across disciplines and within varied contexts will help students to be versatile flexible deep readers who can better learn from their reading transfer skills across subjects and use strategies to meet the unique demands of reading in each content area Jennifer Serravallo Research based easy to use lesson structures for explicit and engaging teaching In *Teaching Reading Across the Day* literacy expert Jennifer Serravallo provides nine effective predictable research based lesson structures that help busy teachers save planning time and focus their teaching and student attention on content rather than procedures Each of the nine lesson structures read aloud phonics and spelling vocabulary focus shared reading close reading guided inquiry reader s theater and conversation has its own chapter and features a wealth of resources that let you see the lessons in action in ELA Science and Social Studies classes including An annotated teaching vignette lesson explanation and research notes Tips for planning structure and timing suggestions and ideas for responsive teaching Detailed planning templates and 22 accompanying online videos covering over 3 hours of classroom footage Jen s reflections key look fors and ideas for next steps The nine lesson structures can be used with any curriculum or core program text and subject making it easier for teachers to maximize explicit and engaging teaching time across the day and simplify planning and preparation Jen incorporates a wide range of compelling research about how best to teach reading to every student in your class and translates the research or the science of teaching reading into high leverage moves you can count on to deliver powerful lessons again and again She also honors the art of teaching reading helping teachers tap into their experience and hone their expertise to make quick effective classroom decisions that take student learning to the next level [Reading First Activities, Grade 3](#) Jennifer Overend Prior, 2004-03-23 Contains activities based on the United States Dept of Education s Reading First program **Principles of Effective Literacy Instruction, Grades K-5** Seth A.

Parsons, Margaret Vaughn, 2021-05-21 What are the principles that every elementary teacher must learn in order to plan and adapt successful literacy instruction This concise course text and practitioner resource brings together leading experts to explain the guiding ideas that underlie effective instructional practice Each chapter reviews one or more key principles and highlights ways to apply them flexibly in diverse classrooms and across grade levels and content areas Chapters cover core instructional topics phonemic awareness phonics fluency vocabulary and comprehension high quality learning environments major issues such as assessment differentiation explicit instruction equity and culturally relevant pedagogy and the importance of teachers reflective practice and lifelong learning **Reading First Activities, Grade 2** Jennifer Overend Prior, 2004-03-23 Contains activities based on the United States Dept of Education s Reading First program **Teaching Our Children to Read** Bill Honig, 2014-05-06 Studies of effective teaching practices have continued to validate the need for explicit and systematic instruction in basic reading skills and Bill Honig uses this research to shed new light on an old problem how to help all students become fluent readers Teaching Our Children to Read grows out of the experiences of scores of dedicated teachers and their success in the classroom This book explores current research from the leading experts in the field and presents new instructional strategies that bring all students to higher levels of literacy Highlights from Teaching Our Children to Read include Phonics instruction and fluency Connected practice with decodable text Multisyllabic word instruction Spelling vocabulary and concept development Strategic reading book discussions and text organization Literacy benchmarks assessment and intervention This is an essential resource for educators administrators policymakers and parents concerned about how to successfully teach our children to read Teaching Our Children to Read points the way to implementing the best research based practices in adopting reading materials training teachers and providing the necessary school leadership **How to Plan Differentiated Reading Instruction** Sharon Walpole, Michael C. McKenna, 2017-05-16 Tens of thousands of K 3 teachers have relied on this book now revised and expanded with more than 50% new material to plan and deliver effective literacy instruction tailored to each student s needs The authors provide a detailed framework for implementing differentiated small group instruction over multiweek cycles Each component of the beginning reading program is addressed phonological awareness word recognition fluency vocabulary and comprehension In a large size format for easy photocopying the book includes dozens of reproducible lesson plans instructional activities assessment forms and other tools Purchasers get access to a webpage where they can download and print the reproducible materials New in 2024 A free online only Study Guide by Sharon Walpole presents commentary and discussion questions for each chapter from a science of reading perspective available for download at www.guilford.com/walpolestudyguide New to This Edition Differentiation 2 0 the approach has been fine tuned based on field testing new research findings and current standards and response to intervention frameworks Many additional reproducible tools such as coaching templates and the Informal Decoding Inventory Beyond lesson plans and materials the second edition offers more guidance for designing instruction and

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Frey and Diane Lapp wrote this resource with the urgency of a code blue in an ER because too many children for many reasons struggle with learning to become strong readers Designed to be a one stop shop for best practices Teaching Reading is concise encyclopedic and essential Thirteen interactive modules provide easy to read ideas to support you teaching every child to read very well You will learn how to Focus on two critical aspects of reading word recognition and language comprehension Select the best activities to support students in grades K 6 to learn letters and sound relationships Provide developing readers with the most effective oral written and reading experiences Recharge your confidence and craft with uplifting new research findings from neuroscience cognitive science and child development Clear up confusions about phonics progressions reading fluency morphology text selection grammar and more Develop background knowledge vocabulary and comprehension instruction Be up to date on how to help students attain deeper levels of comprehension by applying Theory of Mind and other cutting edge ideas Reading is a thrilling but complex process It involves a heady mix of skills schema self concept and social dimensions To give all students the chance to reap its rewards we need a go big kind of resource This is it

Word Study That Sticks Pamela Koutrakos, 2018-09-27 Pamela Koutrakos breaks it down for the novice and streamlines word study for the old pro Jeff Anderson author of *Patterns of Power* Take word learning to the next level in your classroom Hungry for lively and engaging ways to augment word study Looking for ways to empower your students and give voice to their ideas In *Word Study That Sticks* teacher and literacy consultant Pamela Koutrakos provides a step by step approach that makes word learning jubilant and fun and encourages students to take ownership of word learning This hands on guide connects research with experience to deliver challenging discovery based instructional practices that can support all learners in any subject area You ll learn how to Set up the physical classroom prioritize materials and launch activities Instill curiosity and a self starting attitude toward vocabulary development Devise routines that highlight phonemic awareness phonics meaning and spelling Differentiate and personalize word study activities Embed word study into all content areas for transfer of learning *Word Study That Sticks* can be used alone or in conjunction with another program to help you take word learning to the next level Lesson ideas word study routines charts photos key practices and special advice for beginning teachers make word study instruction accessible for educators working at every experience level

Building Blocks to Spelling Susanne Schaeffer, 2003-01-15 Provides a 32 week spelling program that is designed to teach students the phonics rules for spelling

A Cyclical Model of Literacy Learning Adrienne Minnery, Antony T. Smith, 2024 This book introduces the Cycle of Responsibility COR model the next step in the evolution of the Gradual Release of Responsibility model which has been a conceptual mainstay of literacy education for decades This new model shifts the current linear model to a cyclical process of multifaceted interactions that better reflect the complexities of early literacy and with an emphasis on constructing knowledge together in the context of vibrant learning communities Focused on reading writing and word study in the primary grades the COR is put into motion through five key motivators challenge creativity collaboration choice and

independence Vignettes demonstrate how to enact COR in classroom contexts This practical resource is based on the authors shared research and teaching experiences in employing the COR to empower children as literacy learners and teachers as agents of impactful instruction Book Features Presents the Cycle of Responsibility model a new field tested teaching and learning model Moves away from linear task completion to a cyclical collaborative process that reflects the energetic complex and creative world of classrooms Provides a teacher centric approach that emphasizes shared construction of knowledge and the forces that motivate young learners Includes vignettes from the author s first grade classroom to illustrate ideas in practice as well as a chapter on teacher professional learning This book is a great example of how committed scholars of practice can transport research based practices into a discourse that speaks to teachers Read it Try it You ll like it From the Foreword by P David Pearson emeritus professor UC Berkeley *Visible Learning for Literacy, Grades K-12* Douglas Fisher, Nancy Frey, John Hattie, 2016-03-22 Every student deserves a great teacher not by chance but by design Douglas Fisher Nancy Frey John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year s worth of learning for a year spent in school Would you keep the paper or throw it away We think you d keep it And that s precisely why acclaimed educators Douglas Fisher Nancy Frey and John Hattie wrote *Visible Learning for Literacy* They know teachers will want to apply Hattie s head turning synthesis of more than 15 years of research involving millions of students which he used to identify the instructional routines that have the biggest impact on student learning These practices are visible for teachers and students to see because their purpose has been made clear they are implemented at the right moment in a student s learning and their effect is tangible Yes the aha moments made visible by design With their trademark clarity and command of the research and dozens of classroom scenarios to make it all replicable these authors apply Hattie s research and show you How to use the right approach at the right time so that you can more intentionally design classroom experiences that hit the surface deep and transfer phases of learning and more expertly see when a student is ready to dive from surface to deep Which routines are most effective at specific phases of learning including word sorts concept mapping close reading annotating discussion formative assessment feedback collaborative learning reciprocal teaching and many more Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students lives and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one s impact on student s learning Teachers it s time we embrace the evidence update our classrooms and impact student learning in wildly positive ways say Doug Nancy and John So let s see *Visible Learning for Literacy* for what it is the book that renews our teaching and reminds us of our influence just in time

Teach Reading, Not Testing Liz Hollingworth, Hilleary M. Drake, 2012 Teaching IS rocket science and you are the pilot Teach Reading Not Testing reinforces what teachers already know test preparation worksheets and drill and kill activities do not make children into lifelong readers The authors conscientious approach to reading instruction combines an insider

perspective on the development of high stakes tests with classroom experience in achieving successful reading outcomes at the elementary and secondary levels Their research based methodology building on teachers expertise about best practice is based on five key components Aligning instruction to the state or national core standards Using formative assessment Connecting units to real world contexts Motivating students effectively Holding on to best practice in literacy instruction Included are end of chapter quizzes and real life scenarios plus a full chapter on teaching literacy with special populations Readers will find helpful solutions for teaching children to love reading in the midst of the accountability movement and an approach to test preparation that doesn t require teachers to sacrifice everything they already know about teaching kids to read

Reading Disabilities R.M. Joshi,C.K. Leong,2013-03-11 The present volume is based on the proceedings of the Advanced Study Institute ASI sponsored by the North Atlantic Treaty Organization NATO The Institute was conducted at the beautiful Chateau de Bonas near Toulouse France in October 1991 A number of scholars from different countries participated in the two week institute on differential diagnosis and treatments of reading and writing problems The accepted papers for this volume are divided into three sections a Differential diagnosis of reading disabilities b Access to language related component processes and c Reading spelling strategies The other papers appear in a companion volume Developmental and Acquired Dyslexia Neuropsychological and Neurolinguistic Perspectives also coedited by Joshi and Leong and published by Kluwer Academic Publishers Several people and organizations have helped us in this endeavor and their assistance is gratefully acknowledged Our special thanks are due to the Scientific Affairs Division of NATO for providing the major portion of the financial support Dr L V da Cunha of NATO and Dr THo Kester and Mrs Barbara Kester of the International Transfer of Science and Technology ITST for their help and support of the various aspects of the institute Mr Charles Stockman and the entire staff of the Chateau de Bonas for making our stay a pleasant one by helping us to run the Institute smoothly We also wish to thank our reviewers and the following people for other assistance Christi Martin and Xi wu Fang

Early Intervention for Reading Difficulties Donna M. Scanlon,Kimberly L. Anderson,Joan M. Sweeney,2016-12-12 This book has been replaced by Early Literacy Instruction and Intervention Third Edition ISBN 978 1 4625 5365 5

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