



Grade 4-8 Teachers

Language Enrichment for Older Students is a multi-day professional learning course focused on teaching direct, systematic decoding instruction and provides teachers with lessons on how to build foundational and higher-level comprehension skills using lessons with a range of text.

Instructor Knowledge and Skills

Neuhaus Learning Objectives	IDA Knowledge and Practice Standards
Explain the importance of an explicit, systematic approach to teaching the basic elements of the structure of the English language (e.g., phoneme, grapheme, digraph, diphthong, morpheme, syllable types, syllable division patterns).	1.1-1.6, 1.8, 1.9, 4A.1, 4A.2
Explain the importance of phonological awareness and its related components.	1.3, 4B.1-4B.4
Identify phonemes and graphemes in words.	4B.1-6, 4C.1, 4G.2
Categorize the phonemes of English.	4B.1
Categorize words according to the six syllable types of English orthography.	4C.1, 4C.7
Categorize words according to common syllable division patterns of English orthography.	4C.1, 4C.7
Explain the application of basic decoding concepts when encountering an unfamiliar word.	4C.1, 4C.2, 4C.6-4C.8, 4D.1
Demonstrate how to introduce sound-symbol correspondence and a pattern of the language and explain the rationale for each activity supporting decoding.	4A.1, 4A.2, 4B.1, 4B.3, 4B.4, 4B.6, 4C.1, 4C.3, 4C.4, 4C.7
Use Reading Practices to reinforce information about the structure of the English Language.	4B.5, 4C.3, 4C.6-4C.8, 4E.1, 4E.2, 4E.4, 4F.3
Explain the role of fluency and grade-level benchmarks.	4C.5, 4C.8, 4D.1-4D.3
Describe the role of comprehension in effective reading instruction.	4E.1-4E.4, 4F.1, 4F.2, 4F.4, 4F.5
Demonstrate a variety of activities that support oral language and listening comprehension.	4E.2-4E.4, 4F.1



Standards Alignment

Language Enrichment for Older Students

Neuhaus Learning Objectives (cont.)	IDA Knowledge and Practice Standards
Describe the roles of regular spelling patterns, reliable spelling rules, irregular words for spelling, and lesson planning in effective spelling instruction.	4B.2, 4B.5
Categorize the lists of spelling words as regular, rule, or irregular.	4C.4, 4C.5, 4G.3
Demonstrate an explicit introduction of a common spelling pattern using the S.O.S. procedure.	4C.4, 4C.5, 4G.3
Plan the inclusion of the <i>Language Enrichment</i> in the daily reading block.	4A.1-4A.3, 4B.1, 4C.2, 4G.4, 4F.1
Describe differentiated DMS lessons for students with poor decoding skills and/or poor language skills.	1.4, 1.7-1.9, 4A.1, 4A.3, 4C.4, 4C.5
Compare webs that build on existing knowledge to teach new vocabulary words and word knowledge.	4E.1, 4E.4
Formulate a hook and questions to ask before reading to encourage reflection and active reading and formulate questions to ask during and after reading to check understanding.	4E.2, 4F.1, 4F.4
Diagram the key elements of expository/informational text, such as main idea, supporting ideas, and details, and summarize the text orally and in writing.	4E.2, 4F.1-4F.5
Diagram , in multiple ways, the key elements of narrative/literary text, such as characters, setting, plot, and crucial events, and summarize the text orally and in writing.	4E.2, 4F.1-4F.5
Demonstrate that identifying key elements of texts, poems, and charts requires reflection, discussion, struggle, and perseverance.	4E.2, 4F.1, 4F.2, 4F.4, 4F.5
Describe activities that extend learning (including activities about the history of the language).	4E.2, 4F.1, 4F.2, 4F.4, 4F.5
Plan the inclusion of DMS in the daily reading block.	4A.1, 4E.4, 4F.1, 4F.2, 4F.5



Student Knowledge and Skills

If an Instructor successfully masters the Learning Objectives and utilizes Language Enrichment for Older Students with skill and fidelity, instruction will meet the following student knowledge and skill needs:

Grade	TEKS	COMMON CORE
Fourth	1.A, C, D 2.A, B (i, iii, iv, v, vi), C 3.C, D; 4.A 6.A-I 7.A-D, F, G 8.A-D 9.A,B,D (i,ii,iii) 11.B(i,ii), C, D (i,ix,x,xi)	RL.4.1-3; 9 RI.4.1-3; 5; 7-8 RF.4.3 SL.4.1b,c; 3; 4 L.4.1e,2a; 4b; 5a,c
Fifth	1.A, C, D 2.A, B, C 3.C, D 4.A 6.A-I 7.A-D, F, G 8.A-D 9.A, B, D (i, ii, iii) 10.A-D 11.B (i, ii), C, D (i, ii, ix, x, xi) 12.A	RL.5.1-3;4;9 RI.5.1-2;8 RF.5.3 SL.5.1b,c L.5.4b;5a
Sixth	6.b1A, B, D 6.b2A, B, C 6.b3 6.b5A, B, C, D, E, F, G, H, I 6.b6A, B, C, D, F, G, H, I 6.b7A, B, C 6.b8A, B 6.b9A, B, C, D, F	RL.6.1-4, 9 RI.6.1-4, 6 SL6.1C, D L.6.4A-D; 6.5 A-C; 6.6
Seventh	7.b1A, B, D 7.b2A, B, C 7.b3 7.b5A, B, C, D, E, F, G, H, I 7.b6A, B, C, D, F, G, H, I 7.b7A, B, C 7.b8A, B 7.b9A, B, C, D, F	RL.7.1-4, 6 RI.7.1-6 SL.7.1C, D L.7.4A-D; 7.5 A-C; 7.6
Eighth	8.b1A, B 8.b2A, B, C 8.b3 8.b5A, B, C, D, E, F, G, H, I 8.b6A, B, C, D, F, G, H, I 8.b7A, B 8.b8A, B 8.b9A, B, C, D, F	RL.8.1-4 RI.8.1-2; 4 SL.8.1C, D L.8.4A-D; 8.5 A-C; 8.6
Reading Elective Credit, Grades 6-8	b1A b2A, C, E b3C b4A, B, C< D< E, F, G, H, I, K b5C, E, F b6A, B, C b7C	Foundational Reading Skills are not applicable for Common Core