



Grade K-3 Teachers

Language Enrichment is a multi-day professional learning course focused on teaching direct, systematic decoding instruction.

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
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



Neuhaus Learning Objectives (cont.)	IDA Knowledge and Practice Standards
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

Student Knowledge and Skills

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

Grade	TEKS	COMMON CORE
Kindergarten	1.A,C; 2.A-E;3.C 5.A,E,G 6.A,D,F 7.A-D	RL.K.1-3;4,6;7,9;10 RI.K.1-3;4-6;7,8 RF.K.1-3 SL.K.1-3;4,6 L.K.1a;2c,d;5a,b,c
First	1.A,C;2.A,B(i,ii,iii,iv,v),C,D,F;3.C,D 6.A,E,G 7.A,C,D,F 8.B, C, D 11.B (i,ii),C,D(i,viii,ix,x)	RL.1.1-3;5,6;7,9 RI.1.1-3;4-5;7,8 RF.1.1-3 SL.1.1-3;4,6 L.1.1a;5a,b,c
Second	1.A,C;2.A,B(i,iii,iv,vi*,vii),C(i,iii,iv,v,vi),E 3.C,D;4.A 6.A,E,G 7.A,C,D,F 8.B,C,D;9.D(i) 11.B(i,ii),C,D(i,ix,x,xi) *inflectional endings only	RL.2.1-3;5;7 RI.2.1-3;4-6;7,8 RF.2.3 SL.2.1-3;4,6 L.2.5a
Third	1.A,C;2.A,2B(i,iii,iv,v,vi,vii),D;3.C,D;4.A 6.A,E,G 7.A,C,D,F,G 8.B,C,D;9.D(i) 11.B(i,ii),C,D(i,ix,x,xi)	RL.3.1-3;9 RI.3.1-2;5;7,8 RF.3.3 SL.3.1b,c;3;4,6 L.3.1a,b,e;2a,d,f;4b,c
Fourth	1.A,C;2.A,B(i,iii,iv,v,vi),C;3.C,D;4.A 6.A,E,G 7.A,C,D,F,G 9.D(i) 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;S4 L.4.1e,2a;4b,5a,c
Fifth	1.A,C;2.A,B,C;3.C;4.A 6.A,E,G 7.A,C,D,F,G 9.D(i) 11.B(i,ii),C,D(i,ix,x,xi)	RL.5.1-3;4;9 RI.5.1-2;8 RF.5.3 SL.5.1b,c L.5.4b;5a