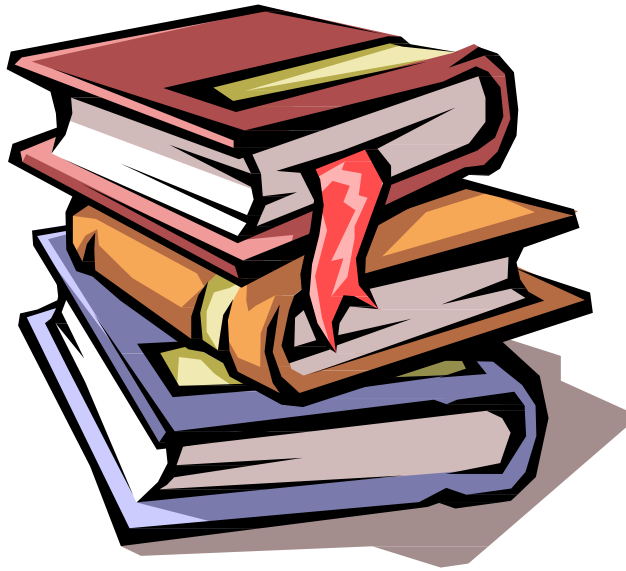


EARLY STEPSSM TUTOR BINDER



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UNIVERSITY OF UTAH READING CLINIC
EARLY STEPSSM TUTOR BINDER UPDATES LIST

1/14/19	Updated Text Level Correspondence Chart (p. 25)
11/6/18	Added Spelling Book Cover & Page Masters (pp. 16-17)
6/11/18	Updated Observation Forms (p. 6-7)
10/24/17	Updated Observation Form (p. 6) Updated Keywords (p. 11) Updated Word Sort Inventory (pp. 27-28)
5/16/17	Updated 50-Word Rate Chart (p. 13)
4/22/16	Updated Transition Lesson Plan (p. 5)
4/11/16	Updated Lesson Plan (p. 4)
8/13/15	Renamed as 2015/2016 Binder (p. 1)
8/4/15	Updated Word Sort Inventory (pp. 27-28)
7/31/15	Updated Observation Forms (pp. 6-7)
2/12/15	Updated Language for Fluency Criteria Chart (p. 15)
10/7/14	Updated Lesson Plans (pp. 4-7)
6/13/14	Corrected Lesson Plan (p.4)
6/5/13	Updated Reading Rate for 50 words chart (p.13)
5/30/14	New binder

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TAB:
Early Steps Lessons
& Observation Forms

Tutor _____

EARLY STEPS LESSON PLAN

Student(s) _____ Grade _____ Date _____ Lesson # _____

<p>(1:1 13-16 minutes) (Group 13-16 minutes)</p> <p>RE-READINGS</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 70%;"><u>Title</u></th> <th style="text-align: left; width: 30%;"><u>Level</u></th> </tr> </thead> <tbody> <tr> <td>1. _____</td> <td>_____</td> </tr> <tr> <td>2. _____</td> <td>_____</td> </tr> <tr> <td>3. _____</td> <td>_____</td> </tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> <p><u>Accuracy Check</u> (50 words) (Taken on previous lesson's new book – beginning at LEVEL 7) Errors _____ Accuracy _____ %</p> </div>	<u>Title</u>	<u>Level</u>	1. _____	_____	2. _____	_____	3. _____	_____	<p>How to BUMP-UP in text?</p> <ol style="list-style-type: none"> 1. Beginning in Level 7 mark a 50 word passage in yesterday's new book. Do not use first or last page. 2. Count errors in that section as student reads. 3. Double errors (self corrects are not errors in G1 text). 4. Goal is 93% or above accuracy and good fluency. 5. If the student meets this criteria 2 out of 3x in the hardest books from that level – bump to the next level.
<u>Title</u>	<u>Level</u>								
1. _____	_____								
2. _____	_____								
3. _____	_____								
<p>WORD BANK:</p>	<p>Harvest words directly from any of the books, after the book has been read. <i>(Refer to high frequency sight word list as a guide)</i></p>								
<p>(1:1 9-13 minutes) (Group 11-15 minutes.)</p> <p>WORD STUDY</p> <p><input type="checkbox"/> 1. Sort _____</p> <p>Anchor: _____</p> <p># of Sessions in this Sort: _____ <input type="checkbox"/> Intro lesson</p> <p><input type="checkbox"/> 2. Random Check</p> <p><input type="checkbox"/> 3. Memory, Blackout Bingo, or Go Fish</p> <p><input type="checkbox"/> 4. Spelling (4 words)</p> <p><input type="checkbox"/> 5. Say it – Match it – Check it</p>	<p>To leave Mixed-Short Vowels do a Word Study ✓.</p> <ol style="list-style-type: none"> 1. Randomize 40 words, sampling all current patterns. 2. Hold card in one hand. Student reads off deck. Tapping is ok. NO TIMER. Word Study ✓ Mixed Shorts must be a cold read. 3. Sort words into 2 piles: Yes = Automatic or Blend/Tap w/consolidation No = Wrong, >5 Second Hesitation, or Don't Know 4. Criteria: 8 or fewer in the 'no pile?' BUMP UP to next Sequence of the ES Word Study Sequence. 5. More than 8 in 'no pile?' REVIEW! 								
<p><input type="checkbox"/> Sentence</p> <hr style="border: 1px solid black;"/> <p><input type="checkbox"/> Cut-up sentence <i>(Discontinue "cut-up" at Level 5)</i></p>	<p><i>(Refer to high frequency sentence stem sequence as a guide)</i></p>								
<p>(1:1 5-7 minutes) (Group 10-12 minutes)</p> <p>NEW BOOK</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 70%;"><u>Title</u></th> <th style="text-align: left; width: 30%;"><u>Level</u></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<u>Title</u>	<u>Level</u>							
<u>Title</u>	<u>Level</u>								

Tutor _____

EARLY STEPS - TRANSITION LESSON

1:1 - 30 minutes Group – 40 minutes (Begin with level 9 texts.)

Student(s) _____ Grade _____ Date _____ Lesson # _____

<p>(1:1 – 14 minutes) (Group – 19 minutes)</p> <p><input type="checkbox"/> WORD BANK:</p> <hr/> <p>Assisted Reading of New Material:</p> <p>Title _____ p. _____</p> <p>Publisher _____ Level _____</p> <p><input type="checkbox"/> Preview Text <input type="checkbox"/> Echo Read <input type="checkbox"/> Solo / Choral Reading <input type="checkbox"/> Comprehension Work</p> <p><input type="checkbox"/> Rate & Accuracy Check (50 Words) p. _____</p> <p>Rate: _____ min. _____ sec. = _____ wpm</p> <p>Accuracy: _____ %</p> <p><input type="checkbox"/> Continue Solo / Choral Reading & Comprehension Work</p>	<p>Choose high frequency words with which your student is familiar, but not yet firm.</p> <hr/> <p>How to BUMP-UP in text?</p> <ol style="list-style-type: none">1. Beginning with Level 9, mark off 50 words in a new text. This section should be 1-2 pages after echo.2. Time your student reading that portion. Count errors as your student reads.3. To calculate accuracy & wpm, use the ES Reading Rate Conversion Chart for 50 words.4. To BUMP-UP singleton, student must meet criteria at least twice from stories at end of the basal or hardest books in level.5. To BUMP-UP group, lowest student must meet accuracy and rate criteria at least twice from stories at end of basal or hardest books in level as other students choral from page 1. <p>Criteria needed to BUMP UP:</p> <table border="1"><thead><tr><th><u>Text Level</u></th><th><u>Accuracy</u></th><th><u>Rate</u></th></tr></thead><tbody><tr><td>G1-March.....</td><td>93%</td><td>at least 30 wpm</td></tr><tr><td>G1-End.....</td><td>93%</td><td>at least 40 wpm</td></tr><tr><td>G2-Mid.....</td><td>93%</td><td>at least 60 wpm*</td></tr></tbody></table> <p>*Beginning at text level G2-Mid Self Corrections DO count as errors.</p>	<u>Text Level</u>	<u>Accuracy</u>	<u>Rate</u>	G1-March.....	93%	at least 30 wpm	G1-End.....	93%	at least 40 wpm	G2-Mid.....	93%	at least 60 wpm*
<u>Text Level</u>	<u>Accuracy</u>	<u>Rate</u>											
G1-March.....	93%	at least 30 wpm											
G1-End.....	93%	at least 40 wpm											
G2-Mid.....	93%	at least 60 wpm*											
<p>(1:1 – 11 minutes) (Group – 13 minutes)</p> <p>WORD STUDY</p> <p><input type="checkbox"/> 1. Sort _____</p> <p>Anchors: _____</p> <p># of Sessions in this Sort: _____ <input type="checkbox"/> Intro lesson</p> <p><input type="checkbox"/> 2. Random Check</p> <p><input type="checkbox"/> 3. Memory, Blackout Bingo, or Go Fish</p> <p><input type="checkbox"/> 4. Spelling (4 words)</p> <p><input type="checkbox"/> 5. Say it – Match it – Check it</p>	<p>To Bump-up in Word Study do a Word Study ✓.</p> <ol style="list-style-type: none">1. Randomize 40 words, sampling all current patterns.2. Hold cards in one hand. Student reads off deck. Tapping is ok. NO TIMER. Word Study ✓ Mixed Shorts must be a cold read.3. Sort words into 2 piles: Yes = Automatic or Blend/Tap w/consolidation No = Wrong, >5 Second Hesitation, or Don't Know4. Criteria: 8 or fewer in the 'no pile?' BUMP UP to next Sequence of the ES Word Study Sequence.5. More than 8 in 'no pile?' REVIEW!												
<p>WRITING:</p> <p><input type="checkbox"/> 2. Sentence Stem</p> <p>_____</p>	<p>(Refer to ES high frequency stems sequence as a guide)</p>												
<p>(1:1 – 5 minutes) (Group – 8 minutes)</p> <p>RE-READ: (Re-read a portion of recently read text on same level 2-3x on consecutive days)</p> <p>Title _____ p. _____</p> <p>Publisher _____ Level _____</p>													

EARLY STEPS OBSERVATION FORM

Observation # _____ Tutor _____ School _____

Lesson # _____ Student(s) _____ Grade: _____ Date _____ Observer _____

RE-READS (1:1 13-16 minutes)		(Group 13-16 minutes)		Comments
Title	Level	READ IN CORRECT ORDER	<input type="checkbox"/>	
		S. POINTS	<input type="checkbox"/>	
1-		Minimal T. talk	<input type="checkbox"/>	
		Appropriate assistance for unfamiliar words (e.g. Wait time?, "First Sound")	<input type="checkbox"/>	
2-		Prosody Echo (when reading is choppy)	<input type="checkbox"/>	
		Accuracy Check (50 Words, errors x 2) (for Levels 7 & 8)	<input type="checkbox"/>	
3-		Harvesting words	<input type="checkbox"/>	
		WORD BANK (Level 3+)	<input type="checkbox"/>	
WORD STUDY (1:1 9-13 minutes)		(Group 11-15 minutes)		
Sort _____		SORT	<input type="checkbox"/>	
		Correct Anchors	<input type="checkbox"/>	
		T. question 1x per column: (vowel pattern? vowel sound?)	<input type="checkbox"/>	
		Random Check	<input type="checkbox"/>	
		MEMORY	<input type="checkbox"/>	
		Question: S. justify the match	<input type="checkbox"/>	
		SPELLING	<input type="checkbox"/>	
		Monitor and correct	<input type="checkbox"/>	
Spelling (4 words)		Say It–Match It– Check It	<input type="checkbox"/>	
		USE STEM SEQUENCE	<input type="checkbox"/>	
		S. repeats sentence- Counts words on fingers	<input type="checkbox"/>	
		S. says word, writes word	<input type="checkbox"/>	
		Monitor and correct	<input type="checkbox"/>	
Sentence Writing		S. points & rereads before continuing to next word	<input type="checkbox"/>	
Generated Sentence		S. points & rereads sentence when sentence is complete	<input type="checkbox"/>	
_____		T. WRITES SENTENCE ON STRIP,	<input type="checkbox"/>	
Student wrote:		S. ASSISTS (Levels 1-4)	<input type="checkbox"/>	
_____		T. cuts up sentence	<input type="checkbox"/>	
		S. re-assembles & rereads	<input type="checkbox"/>	
NEW BOOK (1:1 5-7 minutes)		(Group 10-12 minutes)		
Title	Level	PREVIEW (content/trouble words/vocabulary)	<input type="checkbox"/>	
		ECHO READ	<input type="checkbox"/>	
		COMPREHENSION QUESTIONS (Lev. 5+)	<input type="checkbox"/>	
		T. fades out echo reading	<input type="checkbox"/>	
		Minimal T. talk	<input type="checkbox"/>	
LESSON EXECUTION				
Feedback Only (1 st Observation) <input type="checkbox"/>		S. on-task/engaged	<input type="checkbox"/>	
Satisfactory (✓ all bolded items) <input type="checkbox"/>		ALL COMPONENTS COMPLETED	<input type="checkbox"/>	
		1:1 = 30 minutes, Group = 45 minutes	<input type="checkbox"/>	
		LESSON PLAN PREPARED PRIOR TO LESSON	<input type="checkbox"/>	
To Certify: Two satisfactory observations, one of which must be the final observation		Completed previous Lesson Plans, available for review	<input type="checkbox"/>	
		Implementation of previous feedback	<input type="checkbox"/>	

EARLY STEPS OBSERVATION FORM: Transition Lesson

Observation # _____ Tutor _____ School _____

Lesson # _____ Student(s) _____ Grade: _____ Date _____ Observer _____

ASSISTED READ (1:1 14 minutes) (Group 19 minutes)		Comments
WORD BANK READING of New Material Title _____ Level _____ RATE & ACCURACY (50 Words) _____ min. _____ sec.= _____ wpm Accuracy: _____ %	WORD BANK <input type="checkbox"/> PREVIEW <input type="checkbox"/> Text Content <input type="checkbox"/> Challenging words <input type="checkbox"/> ECHO READING <input type="checkbox"/> COMPREHENSION QUESTIONS <input type="checkbox"/> Prosody echo <input type="checkbox"/> Appropriate assistance for unfamiliar words (e.g., wait time) <input type="checkbox"/> RATE AND ACCURACY <input type="checkbox"/> Use correct conversion chart <input type="checkbox"/>	
WORD STUDY (1:1 9-13 minutes) (Group 11-15 minutes)		
Sort _____ Spelling (4 words) Sentence Writing Generated Sentence _____ Student wrote _____	SORT <input type="checkbox"/> Correct Anchors <input type="checkbox"/> T. question 1x per column: (vowel pattern? vowel sound?) <input type="checkbox"/> Random Check <input type="checkbox"/> MEMORY <input type="checkbox"/> Question: S. justify the match <input type="checkbox"/> SPELLING <input type="checkbox"/> Monitor and correct <input type="checkbox"/> Say It–Match It– Check It <input type="checkbox"/> USE STEM SEQUENCE <input type="checkbox"/> S. repeats sentence- Counts words on fingers <input type="checkbox"/> S. says word, writes word <input type="checkbox"/> Monitor and correct <input type="checkbox"/> S. points & rereads before continuing to next word <input type="checkbox"/> S. points & rereads sentence when sentence is complete <input type="checkbox"/>	
RE-READING (1:1 5 minutes) (Group – 8 minutes)		
Re-read a portion of recently read text on same level. Title _____ Level _____	PREVIOUSLY READ STORY AT APPROPRIATE LEVEL <input type="checkbox"/> MINIMAL T. TALK <input type="checkbox"/> Appropriate assistance for unfamiliar words (e.g. Wait time?, “First Sound”) <input type="checkbox"/> Prosody Echo (when reading is choppy) <input type="checkbox"/>	
LESSON EXECUTION		
Feedback Only (1st Observation) <input type="checkbox"/> Satisfactory (✓ all bolded items) <input type="checkbox"/> <i>To Certify:</i> Two satisfactory observations, one of which must be the final observation.	S. on-task/engaged <input type="checkbox"/> 1:1 = 30 minutes, Group = 40 minutes <input type="checkbox"/> LESSON PLAN PREPARED PRIOR TO LESSON <input type="checkbox"/> Completed previous Lesson Plans, available for review <input type="checkbox"/> Implementation of previous feedback <input type="checkbox"/>	

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TAB:

Lesson Materials

Appropriate Words to Harvest for Early Steps Word Bank

*This list does **not** indicate the order for words to be added to Word Bank.*

Text Level 3	Text Levels 4 – 6	Text Levels 5 – 12
a	am	all
go	an	any
I	and	are
if	as	came
in	at	come
is	be	from
it	but	good
me	by	had
no	can	has
on	dad	have
see	did	her
the	do	here
to	for	how
we	get	just
	he	many
	help	must
	him	off
	his	our
	into	out
	its	please
	let	put
	like	saw
	little	some
	look	stop
	mom	tell
	my	thank(s)
	my	that
	not	them
	of	then
	or	there

Early Steps High Frequency Sentence Stems Sequence

Pacing = move when student spells sentence stem correctly 3x without assistance.

1. I can _____.
2. I see _____.
3. We can _____.
4. We see _____.
5. I see the _____.
6. We see the _____,
7. I am _____.
8. I am on the _____.
9. I like the _____.
10. I like my _____,
11. We like to _____.
12. We look _____.
13. He looks _____.
14. She looks _____.
15. He said _____.
16. She said _____.
17. You said _____.
18. He was _____.
19. You have _____.
20. You have my _____.
21. They have _____.
22. They are _____.
23. Are you _____?
24. Here are my _____.
25. Here is your _____.
26. They saw _____.
27. They saw your _____.
28. What is your _____?
29. What did you _____?
30. What will they _____?

UURC Vowel, Blend and Digraph Keywords

When you introduce a pattern, teach the mantra:

Short Vowels:

short a – apple – /ă/

short i – itch – /ĭ/

short o – octopus – /ŏ/

short e – ed – /ĕ/

short u – up – /ŭ/

Long Vowels:

long a – cake – /ā/

long i – bike – /ī/

long o – rope – /ō/

long e – feet – /ē/

long u – cute – /ū/

y – my – /ĭ/

y – pony – /ē/

Include digraphs & blends in word bank only if necessary:

Digraphs Keyword

wh whistle

th thumb

Digraphs Keyword

sh ship

ck sock

Digraphs Keyword

ch chin

ph phone

Blend Keyword

bl block

br bread

cl clock

cr crab

dr dress

fl flag

fr frog

gl glove

Blend Keyword

gr grape

ng sing

pl plane

pr prize

qu queen

sc scarf

sk skate

sl slide

Blend Keyword

sm smile

sn snake

sp spoon

st star

sw swing

tr train

tw twin

A - apple - /ă/
I - itch - /ĩ/
E - ed - /ě/
O - octopus - /õ/
U - up - /ũ/

Sequence Sample:

1. Point to letter "a" and say letter name.
2. Point to picture and say, "apple".
3. Trace down line with finger while Saying, /ăăăă/.
4. Point to letter again and say letter Sound /ă/.

Short Vowel stretch cards



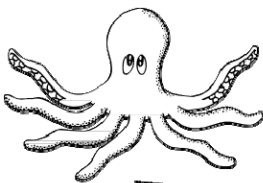
a



i



e



o



u

READING RATE (for 50 words)

<u>Time Taken</u>	<u>WPM</u>	<u>Time Taken</u>	<u>WPM</u>	<u>Time Taken</u>	<u>WPM</u>
10 sec	300	40 sec	75	1 min 15 sec	40
11 sec	273	41 sec	73	1 min 16 sec - 1 min 17 sec	39
12 sec	250	42 sec	71	1 min 18 sec - 1 min 20 sec	38
13 sec	231	43 sec	70	1 min 21 sec - 1 min 22 sec	37
14 sec	214	44 sec	68	1 min 23 sec - 1 min 24 sec	36
15 sec	200	45 sec	67	1 min 25 sec - 1 min 26 sec	35
16 sec	188	46 sec	65	1 min 27 sec - 1 min 29 sec	34
17 sec	176	47 sec	64	1 min 30 sec - 1 min 32 sec	33
18 sec	167	48 sec	63	1 min 33 sec - 1 min 35 sec	32
19 sec	158	49 sec	61	1 min 36 sec - 1 min 38 sec	31
20 sec	150	50 sec	60	1 min 39 sec - 1 min 41 sec	30
21 sec	143	51 sec	59	1 min 42 sec - 1 min 45 sec	29
22 sec	136	52 sec	58	1 min 46 sec - 1 min 49 sec	28
23 sec	130	53 sec	57	1 min 50 sec - 1 min 53 sec	27
24 sec	125	54 sec	56	1 min 54 sec - 1 min 57 sec	26
25 sec	120	55 sec	55	1 min 58 sec - 2 min 2 sec	25
26 sec	115	56 sec	54	2 min 3 sec - 2 min 7 sec	24
27 sec	111	57 sec	53	2 min 8 sec - 2 min 13 sec	23
28 sec	107	58 sec	52	2 min 14 sec - 2 min 19 sec	22
29 sec	103	59 sec	51	2 min 20 sec - 2 min 26 sec	21
30 sec	100	1 min	50	2 min 27 sec - 2 min 33 sec	20
31 sec	97	1 min 1 sec	49	2 min 34 sec - 2 min 42 sec	19
32 sec	94	1 min 2 sec - 1 min 3 sec	48	2 min 43 sec - 2 min 51 sec	18
33 sec	91	1 min 4 sec	47	2 min 52 sec - 3 min 1 sec	17
34 sec	88	1 min 5 sec	46	3 min 2 sec - 3 min 13 sec	16
35 sec	86	1 min 6 sec - 1 min 7 sec	45	3 min 14 sec - 3 min 26 sec	15
36 sec	83	1 min 8 sec	44	3 min 27 sec - 3 min 42 sec	14
37 sec	81	1 min 9 sec - 1 min 10 sec	43	3 min 43 sec - 4 min	13
38 sec	79	1 min 11 sec - 1 min 12 sec	42	> 4 min	< 13
39 sec	77	1 min 13 sec - 1 min 14 sec	41		

<u>Accuracy %</u>		
<u># of Errors</u>	<u># Correct</u>	<u>Percentage</u>
0	50	100%
1	49	98%
2	48	96%
3	47	94%
4	46	92%
5	45	90%
6	44	88%
7	43	86%
8	42	84%
9	41	82%
10	40	80%
11	39	78%
12	38	76%
13	37	74%
14	36	72%
15	35	70%
16	34	68%
17	33	66%
18	32	64%
19	31	62%
20	30	60%
21	29	58%
22	28	56%

For 50-Word Selection ONLY

<u>Accuracy %</u>		
<u># of Errors</u>	<u># Correct</u>	<u>Percentage</u>
0	100	100%
1	99	99%
2	98	98%
3	97	97%
4	96	96%
5	95	95%
6	94	94%
7	93	93%
8	92	92%
9	91	91%
10	90	90%
11	89	89%
12	88	88%
13	87	87%
14	86	86%
15	85	85%
16	84	84%
17	83	83%
18	82	82%
19	81	81%
20	80	80%
21	79	79%
22	78	78%
23	77	77%
24	76	76%
25	75	75%
26	74	74%
27	73	73%
28	72	72%
29	71	71%
30	70	70%
31	69	69%
32	68	68%
33	67	67%
34	66	66%
35	65	65%

<u>Comprehension % (3 questions)</u>		
<u># of Errors</u>	<u># Correct</u>	<u>Percentage</u>
0	3	100%
1	2	67%
2	1	33%
3	0	0%

<u>Comprehension % (5 questions)</u>		
<u># of Errors</u>	<u># Correct</u>	<u>Percentage</u>
0	5	100%
1	4	80%
2	3	60%
3	2	40%
4	1	20%
5	0	0%

READING RATE (for 100 words)

<u>Time Taken</u>	<u>WPM</u>	<u>Time Taken</u>	<u>WPM</u>	<u>Time Taken</u>	<u>WPM</u>
30 sec	200	1 min	100	2 min 7 sec - 2 min 9 sec	47
31 sec	194	1 min 1 sec	98	2 min 10 sec - 2 min 11 sec	46
32 sec	188	1 min 2 sec	97	2 min 12 sec - 2 min 14 sec	45
33 sec	182	1 min 3 sec	95	2 min 15 sec - 2 min 17 sec	44
34 sec	176	1 min 4 sec	94	2 min 18 sec - 2 min 21 sec	43
35 sec	171	1 min 5 sec	92	2 min 22 sec - 2 min 24 sec	42
36 sec	167	1 min 6 sec	91	2 min 25 sec - 2 min 28 sec	41
37 sec	162	1 min 7 sec	90	2 min 29 sec - 2 min 31 sec	40
38 sec	158	1 min 8 sec	88	2 min 32 sec - 2 min 35 sec	39
39 sec	154	1 min 9 sec	87	2 min 36 sec - 2 min 40 sec	38
40 sec	150	1 min 10 sec	86	2 min 41 sec - 2 min 44 sec	37
41 sec	146	1 min 11 sec	85	2 min 45 sec - 2 min 49 sec	36
42 sec	143	1 min 12 sec	83	2 min 50 sec - 2 min 53 sec	35
43 sec	140	1 min 13 sec	82	2 min 54 sec - 2 min 59 sec	34
44 sec	136	1 min 14 sec	81	3 min - 3 min 4 sec	33
45 sec	133	1 min 15 sec	80	3 min 5 sec - 3 min 10 sec	32
46 sec	130	1 min 16 sec	79	3 min 11 sec - 3 min 16 sec	31
47 sec	128	1 min 17 sec	78	3 min 17 sec - 3 min 23 sec	30
48 sec	125	1 min 18 sec	77	3 min 24 sec - 3 min 30 sec	29
49 sec	122	1 min 19 sec	76	3 min 31 sec - 3 min 38 sec	28
50 sec	120	1 min 20 sec	75	3 min 39 sec - 3 min 46 sec	27
51 sec	118	1 min 21 sec	74	3 min 47 sec - 3 min 55 sec	26
52 sec	115	1 min 22 sec	73	3 min 56 sec - 4 min 4 sec	25
53 sec	111	1 min 23 sec	72	4 min 5 sec - 4 min 15 sec	24
54 sec	111	1 min 24 sec - 1 min 25 sec	71	4 min 16 sec - 4 min 26 sec	23
55 sec	109	1 min 26 sec	70	4 min 27 sec - 4 min 39 sec	22
56 sec	107	1 min 27 sec	69	4 min 40 sec - 4 min 52 sec	21
57 sec	105	1 min 28 sec	68	4 min 53 sec - 5 min 7 sec	20
58 sec	103	1 min 29 sec - 1 min 30 sec	67	5 min 8 sec - 5 min 24 sec	19
59 sec	102	1 min 31 sec	66	5 min 25 sec - 5 min 42 sec	18
		1 min 32 sec - 1 min 33 sec	65	5 min 43 sec - 6 min 3 sec	17
		1 min 34 sec	64	6 min 4 sec - 6 min 27 sec	16
		1 min 35 sec - 1 min 36 sec	63	6 min 28 sec - 6 min 53 sec	15
		1 min 37 sec	62	6 min 54 sec - 7 min 24 sec	14
		1 min 38 sec - 1 min 39 sec	61	7 min 25 sec - 8 min	13
		1 min 40 sec	60	8 min 1 sec - 8 min 41 sec	12
		1 min 41 sec - 1 min 42 sec	59	8 min 42 sec - 9 min 31 sec	11
		1 min 43 sec - 1 min 44 sec	58	9 min 32 sec - 10 min 31 sec	10
		1 min 45 sec - 1 min 46 sec	57	10 min 32 sec - 11 min 45 sec	9
		1 min 47 sec - 1 min 48 sec	56	11 min 46 sec - 13 min 20 sec	8
		1 min 49 sec - 1 min 50 sec	55	13 min 21 sec - 15 min 23 sec	7
		1 min 51 sec - 1 min 52 sec	54	15 min 24 sec - 18 min 10 sec	6
		1 min 53 sec - 1 min 54 sec	53	18 min 11 sec - 22 min 13 sec	5
		1 min 55 sec - 1 min 56 sec	52	22 min 14 sec - 28 min 34 sec	4
		1 min 57 sec - 1 min 58 sec	51	28 min 35 sec - 40 min	3
		1 min 59 sec - 2 min 1 sec	50	40 min 1 sec - 1 hr 6 min 40 sec	2
		2 min 2 sec - 2 min 3 sec	49	1 hr 6 min 41 sec - 3 hr 20 min	1
		2 min 4 sec - 2 min 6 sec	48	> 3 hr 20 min	0

UURC Fluency Criteria -- Reading Level Assessment (RLA)

Passage Level	Instructional Acc. (%)	Instructional Rate (WPM)	Independent Acc. (%)	Independent Rate (WPM)	Passage Used
K-End	N/A	N/A	N/A	N/A	The Ghost
G1-October (ES5)	85	≥ 20	85	≥ 20	Baby Bear
G1-March	90	≥ 30	90	≥ 30	Mouse Tales p. 8
G1-End	90	≥ 40	90	≥ 50	Frog & Toad p. 52
G2-Mid	90	≥ 60	93	≥ 65	Whiz
G2-End	90	≥ 80	93	≥ 90	
3E (G3-Early)	90	≥ 80	93	≥ 80	Mark & Boxer
3M (G3-Mid)	90	≥ 90	95	≥ 90	
3D (G3-End)	90	≥ 100	95	≥ 110	
4E (G4-Early)	90	≥ 95	95	≥ 95	Incredible Journey
4M (G4-Mid)	95	≥ 105	97	≥ 110	
4D (G4-End)	95	≥ 110	97	≥ 120	
5E (G5-Early)	95	≥ 100	97	≥ 110	Sheila Young
5M (G5-Mid)	95	≥ 110	97	≥ 125	
5D (G5-End)	95	≥ 120	97	≥ 130	
6E (G6-Early)	95	≥ 110	97	≥ 125	Garrett Morgan
6M (G6-Mid)	95	≥ 120	97	≥ 140	
6D (G6-End)	95	≥ 130	97	≥ 150	
7E (G7-Early)	95	≥ 120	97	≥ 130	Janice
7M (G7-Mid)	95	≥ 130	97	≥ 135	
7D (G7-End)	95	≥ 140	97	≥ 150	
8E (G8-Early)	95	≥ 120	97	≥ 135	First Day
8M (G8-Mid)	95	≥ 130	97	≥ 145	
8D (G8-End)	95	≥ 140	97	≥ 150	

* Instructional & Independent levels are the highest places where the student meets or exceeds accuracy and rate criteria.

University of **U**tah Reading Clinic

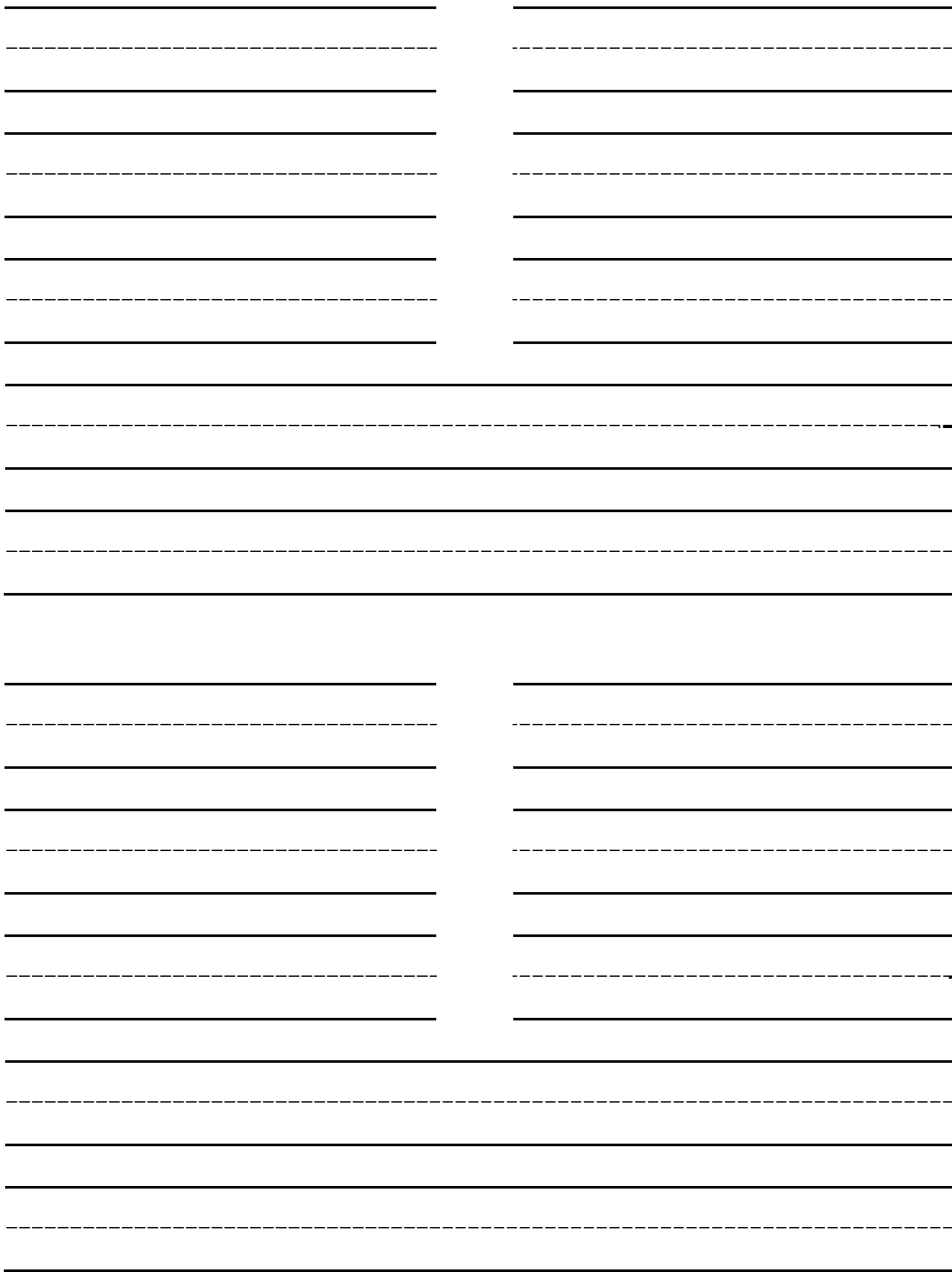
Spelling & Sentence Stem Book

(Student Name)

University of **U**tah Reading Clinic

Spelling & Sentence Stem Book

(Student Name)



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Lesson Logs

Word Bank Words

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
<u>E-F</u>	<u>G</u>	<u>H</u>	<u>I</u>
<u>J</u>	<u>K</u>	<u>L</u>	<u>M</u>

<u>N</u>	<u>O</u>	<u>P</u>	<u>Q-R</u>
<u>S</u>	<u>S</u>	<u>I</u>	<u>I</u>
<u>U-V</u>	<u>W</u>	<u>W</u>	<u>X-Y-Z</u>

Name_____

EARLY STEPS

Book/Story List

[illegible]

WORD SORT LOG

<i>Alphabet</i>			
Letter	Date	Letter	Date

<i>Pictures</i>			
Consonants	Date	Consonants	Date

• <i>Onset + Vowel</i>			
Sort	Date	Sort	Date

• • Mixed Short Vowels			
Sort	Date	Sort	Date
• • • Vowel Patterns			
Sort	Date	Sort	Date

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Text &
Procedures

Text Level Correspondences

Grade	Phase	Early Steps Next Steps Higher Steps	Word Study (roughly)	Accel. Reader	Lexile ¹	Guided Reading	Reading For All Learners	
K	Emergent Readers <i>(Learning about Print)</i>	ES 1-2 (K-Mid)	1 st Phoneme Pictures			A	1.1→1.3 <i>(Set 1, Book 1 → Set 1, Book 3)</i>	
		ES 3 (K-End / G1-Aug)		B				
		C					1.4→1.5	
1	Beginning Readers <i>(Breaking the Code)</i>	ES 4 (G1-Sept)	Onset- Vowel	1.0	BR 100 to 299L	D	1.6→1.20	
		ES 5 (G1-Oct)				E	1.21→1.27	2.1→2.12
		ES 6 (G1-Nov)	2.13→2.20	3.1→3.5				
		ES 7 (G1-Dec)	Mixed Shorts	F		2.21→2.27	3.6→3.22	
		ES 8 (G1-Jan)						
		ES 9 / NS G1-Feb		G		4.1→4.7		
		ES 10 / NS G1-Mar	H					
	Transitional Readers <i>(Going for Fluency)</i>	ES 11/ NS G1-April	I	4.8→4.15				
		ES 12 / NS G1-End	J					
2		NS G2-Beg-Mid	Vowel Patterns	2.0	300L to 499L	K - M	5.1→5.14	
		2.5		6.1→6.14				
		2.9		7.1→7.12				
3	Reading to Learn	HS 3E – 3M – 3D	Syllables & Basic Morphology	3.0	500L to 599L	N - P	8.1→8.10	
			3.9					
4		HS 4E – 4M – 4D	Advanced Morphology	4.0	600L to 699L	Q - S		
				4.9				
5		HS 5E – 5M – 5D		5.0	700L to 799L	T - V		
				5.9				
6		HS 6E – 6M – 6D		6.0	800L to 849L	W - X		
				6.9				

¹ Scholastic Inc. (2007). Scholastic Reading Inventory Technical Guide. NY: Scholastic Inc. Education Group. Adapted from Metametrics © 2018.
University of Utah Reading Clinic: 1/14/19 KJB-MKF

Level & Goal	Text Type	Preview	Echo	Re-Reads	Comp.	Bump Up	Notes
Texts 1– 3 Concept of Word 3 rereads + 1 new	- strong refrain - minimal cold text	“Find the word ____.” S. points in book. “What word?” S. says word.	T. “Watch my finger. My turn.” T. Models 1-2 lines. T. “Your turn.”	- T. provides echo support where needed.	- vocab for unique words	-yesterday’s new book -S. should be mostly accurate; not perfect!	Sloppy pointing? - model - re-do page until correct or up to 3x.
Texts 4 – 6 High Freq. Word Rec., Decoding, Comprehension 3 rereads + 1 new	- some refrain - some cold text	“Find the word ____.” S. points in own book. “What word?” S. says word.	T. “Watch my finger. My turn.” T. Models 2-3 lines. T. “Your turn.”	- T. provides appropriate support for unfamiliar words as needed.	- narrative focus = plot - expository focus = main idea - model & practice complete sentences	-yesterday’s new book -S. mostly accurate in hard books in level; not perfect!	For unfamiliar words, if blendable, ask student to ‘tap.’ If not, ask for ‘1 st sound,’ then give the word.
Texts 7 – 8 continue as above with higher expectations 2 rereads + 1 new	- minimal or no refrain - mostly cold text	-frontload tough words as above -build/activate background knowledge	continue as above with higher expectations	continue as above with higher expectations	continue as above with higher expectations	-yesterday’s new book -at least twice in hard books in level	- 50 words - errors x2 - 93% acc. - no rate
Texts 9 – 12 (transition lesson) continue as above with higher expectations 1 new + 1-2 reread	- pre-1987 basals=more support - minimal or no refrain - mostly cold text	-frontload tough words as above -build/activate background knowledge	continue as above with higher expectations	- re-read a section 3x as above with higher expectations	continue as above with higher expectations	-new text -at least twice from end of basal or hard books	- 50 words - 93% acc. - use 50 word chart G1March rate = 30 wpm G1End rate = 40 wpm

Early Steps 1:1 Text Features & Procedures for Tier 2 Intervention

Level & Goal	Text Type	Preview	Echo	Re-Reads	Comp.	Bump Up	Notes
Texts 1– 3 Concept of Word 3 rereads + 1 new	- strong refrain - minimal cold text	“Find the word ____.” S. points in T. or S.book. “What word?”	T. borrows book: “Watch my finger. My turn.” Returns book. “Fingers under _____. Voices together.”	- all choral	- vocab for unique words - ITTM = I think that means....	-yesterday’s new book -low S. mostly accurate	Sloppy pointing? - model - re-do page until correct or up to 3x.
Texts 4 – 6 High Freq. Word Rec., Decoding, Comprehension 3 rereads + 1 new	- some refrain - some cold text	“Find the word ____.” S. points in own book. “What word?” S. says word.	S. have own books. “Fingers under _____. My turn.” “Fingers under _____. Voices together.”	- all choral - teach leader voice	- narrative focus = plot - expository focus = main idea - model & practice complete sentences	-yesterday’s new book -low S. mostly accurate w/ leader voice 2x in hard books	For choral reading, T. reads first few words, then fades. Comes back in as needed to keep them in ‘one voice.’
Texts 7 – 8 continue as above with higher expectations 2 re-reads + 1 new	- minimal or no refrain - mostly cold text	continue as above with higher expectations	continue as above with higher expectations	continue as above with higher expectations	continue as above with higher expectations	-yesterday’s new book -low S. 2x acc. solo in hard books while other S. choral from p. 1	- 50 words - errors x2 - 93% acc. - no rate
Texts 9 – 12 (transition lesson) continue as above with higher expectations 1 new + 1 re-read	- pre-1987 basals=more support - minimal or no refrain - mostly cold text	continue as above with higher expectations	continue as above with higher expectations	- re-read a section or text 3x as above with higher expectations	continue as above with higher expectations	-new book -low S. 2x acc/rate solo while other S. choral from p. 1	- 50 words - 93% acc. - use 50 word chart G1March rate = 30 wpm G1End rate = 40 wpm

Early Steps Quads: Text Features & Procedures for Tier 2 Intervention

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Word Study Materials



Instructions: Copy word sort cards onto cardstock (preferably white). Laminate and cut out cards. Print off labels (included) onto **EVERY 5267**. Word cards can be sorted into library pockets or snack size zip-lock baggies. Label each library pocket or zip-lock baggie with the printed labels. Place word cards into the corresponding library pocket. We suggest you separate each word sort section using tabbed **dividers** of colored cardstock. Organize pockets behind appropriate section divider & place in a container.

Early Steps Word Study Inventory & Kit Organization

Section 1 Divider: Alphabet	Section 2 Divider: Picture Sorts (Beginning Consonants)
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz	Bb Mm Rr Ss Tt Gg Nn Pp Cc Hh Ff Dd Ll Kk Jj Ww Yy Zz Vv Qq

Anchor Words =

Section 3 Divider: Onset + Vowel (• one dot words)		
Divider: Onset + Vowel Short A	Divider: Onset + Vowel Short I	Divider: Onset + Vowel Short O
-ma man mad, map, mat, Max -sa sad sag, sap, Sam, sat -ca cat cab, can, cap -pa pan pass, Pam, pat -ba bag bad, ban, bat, -ra rat rag, rap, ram, ran	-si sit sip, six, sis -li lip lid, lit, Liz -fi fin fib, fig, fit, fix, -ki kid Kim, kiss, kit -hi hill hid, him, hip, hit -pi pig pill, pin, pit	-mo mom mob, mop, moss -ro rob rod, Ron, rot -do dog doc, doll, dot
Divider: Onset + Vowel Short E	Divider: Onset + Vowel Short U	
-be bed Ben, bell, bet -we web well, Wes, wet -pe pen peg, pet, Pez	-ru rug rub, run, rut -bu bus bud, bug, bun, buzz -gu gun gun, Gus, gut	
Section 4 Divider: Mixed Short Vowels (•• two dot words)		
hat back cat clap glad had has mad map ran snack that	pig his hit kid lip sick ship this win with	mom chop cost doll drop fox hop job lost rock stop red bed bend less let pet sell sled step tell then web when cup bus bug but cut dust fun hush luck must nut shut stub truck

Section 5 Divider: Core Vowel Patterns of A (●●● three dot words)

Vowel Patterns a_ (●●● three dot words)	Vowel Patterns a_e (●●● three dot words)	Vowel Patterns ar (●●● three dot words)
hat back bag band bat bath cat cap cast clap dad fan fast flag flat glad had ham hand jam last mad map math nap ran snap that trap	cake bake base brave face fake flame lake gate gave grape late made make name page rake safe same shake chase shape skate snake space state take tape trade	farm art arm bark barn car card cart dark dart far hard harm jar march mark park part shark sharp spark smart star starch start tar tart yard yarn

Section 6 Divider: Core Vowel Patterns of I (●●● three dot words)

Vowel Patterns i_ (●●● three dot words)	Vowel Patterns i_e (●●● three dot words)	Vowel Patterns ir (●●● three dot words)
big big pin fit fin fix flip gift grin hid hill him hip hit kick lid lick lip list mix print rib sick slim shin swim trip twin win	bike bite bride dime dive drive five glide grime gripe hide hike kite life like lime mine nice ride side slide spine smile shine time white wide wife wipe	girl bird birch birth chirp dirt fir firm first flirt mirth shirk shirt sir skirt smirk stir swirl third thirst twirl whirl whir

Section 7 Divider: Core Vowel Patterns of O (●●● three dot words)

Vowel Patterns o_ (●●● three dot words)	Vowel Patterns o_e (●●● three dot words)	Vowel Patterns or (●●● three dot words)
mom chomp chop clock cloth dog doll dot drop fog flock floss frog hot job jog lock log lost mob nod pot pop shock soft shop stop top trot	rope bone broke choke close drove froze hole home hope joke nose note mope mole poke pole probe robe spoke stone stroke those woke	fork born cord cork corn force form fort horn morn north porch pork port sort short sport stork storm thorn torch torn

Section 8 Divider: Core Vowel Patterns of E (●●● three dot words)

Vowel Patterns e_ (●●● three dot words)	Vowel Patterns ee (●●● three dot words)	Vowel Patterns er (●●● three dot words)
red bed beg bell bench bend best bet blend chest deck desk fed fled get led left let men neck sled spend shed ten test web wed wept when	feet bee beef beep beet cheek deed deep feel free green greet jeep meet queen see seed sheet speed sweep sweet teeth teen tweed tree weed wheel	ferk clerk fern germ her herd nerd per perk perch perm pert stern term verb

Section 9 Divider: Core Vowel Patterns of U (●●● three dot words)

Vowel Patterns u_ (●●● three dot words)	Vowel Patterns u_e (●●● three dot words)	Vowel Patterns ur (●●● three dot words)
cup bump bus crush crust club cub cut duck drum fund gum hut hunt jump luck mud plug plus puff pup rug run shut strut sum sun tub thud	dude brute crude cute fluke huge June mule mute prune rude rule spruce truce tune	turn blur burn burp burst church churn curt curb curl fur hurl hurt spurt surf turf

Early Steps Word Study Sequence

<p>1. Beginning Consonant</p> <p>Picture Sorts</p> <p>⇒ B M R</p> <p>⇒ S T G</p> <p>⇒ N P C</p> <p>⇒ H F D</p> <p>⇒ L K J</p> <p>⇒ W Y Z</p> <p>⇒ V Q</p>	<p>⇒ Starting At Mixed Short Vowels, students must pass WORD STUDY ✓ where indicated to move on.</p>	<p><u>Review #1</u></p> <p>Review by combining “a” & “i” patterns as needed. Examples:</p> <p>●●●a_, i_, a_e</p> <p>●●●a_, ar, ir</p> <p>●●●i_, i_e, a_e</p>
<ul style="list-style-type: none"> • Conduct Letter/Sound Assessment (LSA) -- Found within the ERI Assessment -- • Use results to finish alphabet work until alphabet is firm. • Start onset sorts immediately. 	<p>3. ●● Mixed Short Vowels</p> <p>●●A I O</p> <p>●●I O E</p> <p>●●O E U</p> <p>(WORD STUDY ✓ using all 5 vowels)</p>	<p><u>Review #2</u></p> <p>Review by combining “i” & “o” patterns as needed. Examples:</p> <p>●●●i_, o_, i_e</p> <p>●●●o_, o_e, i_e</p> <p>●●●i_, or, ir</p>
<p>⇒ Starting At Onset + Vowel, (cv+c) - Teach tapping with random ✓ and memory.</p> <p>2. ● Onset +Vowel</p> <p>* Begin with a 2 x 1 sort. Add more cards to the columns ASAP.</p> <p>●ma_, sa_</p> <p>●ma_, sa_, ca_</p> <p>●pa_, ba_, ra_</p> <p>*****</p> <p>●si_, li_, fi_</p> <p>●ki_, hi_, pi_</p> <p>*****</p> <p>●mo_, ro_, do_</p> <p>*****</p> <p>●be_, we_, pe_</p> <p>*****</p> <p>●ru_, bu_, gu_</p>	<p>4. ●●● Vowel Patterns</p> <p>a. Start with a 2 x 6 sort:</p> <p>●●●a_, a_e (WORD STUDY ✓)</p> <p>●●●i_, i_e (WORD STUDY ✓)</p> <p>●●●o_, o_e (WORD STUDY ✓)</p> <p>●●●e_, ee (WORD STUDY ✓)</p> <p>●●●u_, u_e (WORD STUDY ✓)</p> <p>b. Next do a 3 x 4 sort including “r” controlled patterns:</p> <p>●●●a_, a_e, ar (WORD STUDY ✓)</p> <p>●●●i_, i_e, ir (WORD STUDY ✓)</p> <p>●●●o_, o_e, or (WORD STUDY ✓)</p> <p>●●●e_, ee, er (WORD STUDY ✓)</p> <p>●●●u_, u_e, ur (WORD STUDY ✓)</p>	<p><u>Review #3</u></p> <p>Review by combining “o” & “e” patterns as needed. Examples:</p> <p>●●●o_, e_, ee</p> <p>●●●e_, ee, o_e</p> <p>●●●o_, er, or</p> <p><u>Review #4</u></p> <p>Review by combining “u” & “e” patterns as needed. Examples:</p> <p>●●●e_, u_, ee</p> <p>●●●u_, u_e, ee</p> <p>●●●u_, ur, er</p> <p style="text-align: center;"><i>NO WORD STUDY ✓ done after a REVIEW</i></p>

UURC Word Study Wisdom

1. Think of Word Study as musical scales or athletic drills for reading. Your student needs to become automatic at identifying and spelling words, and you can help that happen by being well-prepared, succinct in your verbiage, consistent with your prompts, positive, and enthusiastic.
2. Some tutors worry that students will be bored by doing the same activities every day. Most won't and those who say they are bored would issue such a criticism for any activity that included reading. Remember: Our Word Study Sequence targets your student's instructional level and provide just the right amount of challenge. That in itself is motivating. And, if you keep your pacing brisk and enthusiastic, most students will respond in kind.
3. This is your student's time to be immersed in high-quality, research-based instruction designed to help him/her 'break the reading/spelling code.' There is an inverse relationship between the amount of time you talk and the amount of time the student reads and spells words. Consciously reduce/limit the amount of 'teacher talk' you allow yourself. Save 'bonding' and 'stories' for before and/or after the lesson.
4. Your Word Study prompts should be succinct and consistent to let your student know exactly where you want him/her to be (location) and what you want him/her to do (behavior).
Example: **"Start at the top. Point and read, please."**
Example: **"Watch my pencil. The vowel pattern is...?"**
5. Set high expectations for good manners and academic language by modeling both for your student. Ask your student to use both as often as possible.
Example: **"Justify that, please!"**
Example: **"Thank you for making our matrix."**
6. As you and your student proceed, utilize your ES Word Study Sequence to determine which anchors and cards to pull from your kits, as well as when to conduct Word Study Checks to evaluate mastery.

7. You will quickly see that we consider tapping to be a very important word identification strategy. Again, your modeling, guidance, and enthusiasm can play a large part in helping your student to adopt this reliable method for successfully reading unfamiliar words.

8. Don't flog a tired horse! If your student is struggling with a particular concept or word, make 3 attempts (total), tell him/her the word, and save it for another day!

Definitions

*A, e, i, o, and u are always **vowels** in written English. When 'y' begins a word or syllable, it is a consonant (e.g., **yellow**, **backyard**), but positioned at the end of a word, it is a vowel (e.g., 'happy,' 'cry').*

*All other English letters are **consonants**. The acronym CVC refers to a 3 letter word that begins with a consonant, has a vowel in the middle position, and ends with a consonant (e.g., **cup**, **sit**, **mom**).*

*A **phoneme** is the smallest sound in a language that can be spoken. For example /p/, /ch/, /m/, and /ā/ are phonemes used in spoken English. Backslashes surrounding a letter indicate sound, rather than letter name.*

*A **grapheme** or **letter** is a symbol for a phoneme (e.g., 'p,' 'ch,' 'm,' and 'a,' 'ay,' 'ai' are graphemes.*

*An **onset** comes before the vowel in a single syllable. For example, 's' is the onset in 'sad' and 'st' is the onset in 'stop.' Not all syllables have an onset (e.g., 'at,' 'is,' 'own').*

*A **blend** refers to two consonants in sequential position with each consonant retaining its own sound (e.g., **flat**, **bend**). When tapping a blend, each sound receives its own finger tap.*

*A **digraph** refers to two letters in sequential position that combine to make only 1 sound (e.g., **chin**, **hush**, **soil**). A digraph receives only 1 finger tap.*

Vowel Patterns & Related Vowel Phonemes

Core A Patterns:

a-consonant says /ă/

ex.: hat, map

a-consonant-e says /ā/

ex.: name, lake

a-r says /r/

ex.: jar, farm

a-i says /ā /

ex.: rain, tail

Core I Patterns:

i-consonant says /ĭ/

ex.: pig, lip

i-consonant-e says /ī/

ex.: bike, five

i-r says /ur/

ex.: girl, dirt

i-g-h says /ī /

ex.: night, light

Core O Patterns:

o-consonant says /ŏ/

ex.: mom, pot

o-consonant-e says /ō/

ex.: rope, nose

o-r says /or/

ex.: horn, fork

o-a says /ō/

ex.: soap, road

Core E Patterns:

e-consonant says /ĕ/

ex.: web, bell

e-e says /ē/

ex.: feet, seed

e-r says /ur/

ex.: her, germ

e-a says /ē/

ex.: leaf, heat

Core U Patterns:

u-consonant says /ŭ/

ex.: sun, cup

u-consonant-e says /ū/ or /oo/

ex.: cute, dude

u-r says /ur/

ex.: fur, burn

u-e says /oo/

ex.: glue, true

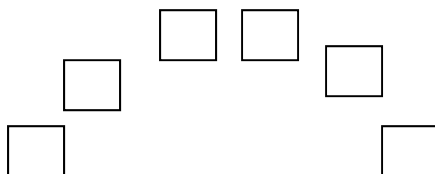
Alphabet Firming: Early StepsSM Word Study

If assessment shows that your student can readily **identify** all 52 upper and lower case letter names and related sounds, skip this portion of ES word study. Don't worry about lack of firmness in writing letters, you can choose words during spelling for that purpose.

1. Make a list of the letter names and sounds that your student has not mastered. Pull the upper and lower case cards for 1 of these letters from your word study kit.
2. Select 2 letter names/sounds that your student has already mastered. Pull those cards from your kit.

ES Rainbow Match

1. Flip all 6 alphabet cards **face down** and arrange them in the shape of a rainbow on the table in front of the student.



2. Say, **“Your turn! Flip over a card and tell me the name and the sound.”** Student responds.
3. Say, **“Move the cards you flip over here and let’s make a column for the upper case letters and another column for the lower case letters.”**
4. The student should continue flipping cards, saying the letter name/sound, and placing them in columns until s/he forms a 2x3 matrix as below:

J	j
---	---

E	e
---	---

R	r
---	---

3. When all cards are in columns, the student should trace letter shape with forefinger and say name and sound aloud (i.e., j says /j/). Use keywords (e.g., j...jump.../j/) when applicable.

ES Alphabet Memory

1. Ask the child to help you flip the alphabet cards facedown and mix them up.



2. Arrange the cards into a 3x2 matrix.



3. Let the student play first. Say, **“Pick a card and flip it over.”** The student chooses a card, flips it over in its same place

4. Say, **“Tell me the letter name and sound.”** Student responds.

5. Repeat process for a second card.

6. If the cards have the same letter, the player says, **“I have a match!”** and takes those cards out of the matrix. If the 2 cards do not match, the player flips them over and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.

5. A match allows the player to take another turn. The player with the most matches wins the game.

Note: You should try to lose whenever you play Memory, but do so convincingly! ☺

First Phoneme Picture Work: Early StepsSM Word Study

Materials:

- pencil for student; pencil for tutor
- B, M, S picture cards (see ES Sequence for order)
- student spelling notebook with G1 lined paper
- ES Word Study Features 'cheat sheet' for tutor

Use the following sequence in this order for every lesson:

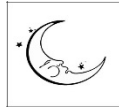
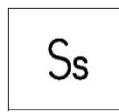
1. Sort
2. Fast Pencil
3. Memory
4. Spelling

Day 1: ES Picture Sort

1. If your student is an English Language Learner (ELL), quickly show him/her the picture cards for B, M, and S, one at a time. Ask, **“What is this?”** for each card. Put aside those cards that your student does not have in his/her vocabulary. You will not use these cards.
2. Place B, M, and S anchor cards horizontally next to one another in front of your student.



3. Point to each anchor and ask, **“What sound does this letter make?”** Don't worry about letter names.
4. Place an 'm' picture card in front of the student. Ask, **“What is this?”** Then ask, **“Where does it go?”** Show student how to place card below the appropriate anchor.



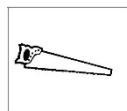
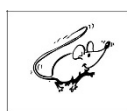
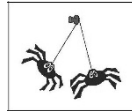
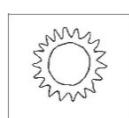
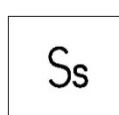
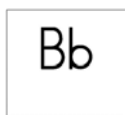
5. Say, **“Watch me.”** Point to the anchor, say **“/m/”**, then point to the picture card and say **“moon.”**

6. Say, **“Your turn.”** The student says, **“/m/”**, **“moon”** while pointing to each card.

7. Hand the student a ‘b’ picture card and ask, **“What is this?”** Student responds. Say, **“Start at the top. Point and say.”** Student points to anchor and says just its sound, then points to the picture card and says the name of the item aloud.

7. Continue as above in random order.

8. If your student can “point and say” down the columns easily, build a 3x4 matrix (maximum).



Some students may only be able to handle a 2x4 matrix on the 1st day. That's ok. You can increase the size of the matrix over successive lessons.

Difficulty placing pictures under correct anchors? Show student how to stretch or bounce the beginning sound of the item in the picture (e.g., mmmmm-op, b-b-b-b-ook). After 3 tries, try again next lesson.

Remember! When you hand your student a picture card, ALWAYS ask, "What is this?" The student needs to feel the word's pronunciation in his/her own mouth to be able to "pull off" the first phoneme.

Day 2+ ES Picture Sort

When your student can play Memory such that s/he is approximately 85% accurate with first sounds, retire those cards and pull out the next cards specified in the ES Sequence.

Don't worry that your student may have only seen 3 pictures from the set—if s/he can discern the first phoneme (indicated by his/her ability to Sort and play Memory) you can move on. Depending on the student's success, you may retire 0, 1, 2, or 3 anchor/picture sets per day.

Anchors and cards should be repeated if the student had difficulty Sorting and/or playing Memory. You may keep a particular anchor/card set over the course of several days (e.g., Jj, Yy, and Ww are notoriously difficult).

Ask the student to begin the Sort by pointing to and saying the sound (not the letter) of each anchor card.

Most students learn to sort Picture cards easily during the 1st lesson. On Day 2, s/he may be able to "point and say" down the column without any modeling on your part.

ES Picture Fast Pencil

1. Say, **“Watch my pencil. Listen.”**
2. Point to a picture and say the name of the item and then say its first sound (e.g., moon.../m/). Continue in this manner with a few more pictures.
3. Say, **“Your turn.”** Point to various pictures in random order. The student should tell you the name of the item and its first sound for each card.
3. Continue in this manner for 4 or 5 cards (maximum).

ES Picture Memory

1. Say, **“Flip all of the cards over** (including anchors) **and mix them up.”**
2. Arrange the cards back into a matrix.
3. Let the student play first. Say, **“Pick a card and flip it over.”** The student chooses a card, flips it over in its place. Say, **“What is that?”** Student responds by saying the name of the picture. Do the same for a second card.
4. If the items in the pictures have the same first sound, the player says, **“I have a match!”** and takes those cards out of the matrix. If the cards do not match, the player flips them face down and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.
5. A match allows the player to take another turn. The player with the most matches wins the game.

Note: You should try to lose whenever you play Memory, but do so convincingly! ☺

ES Picture Spelling

1. For Lesson #1, show the student how to number his/her spelling paper 1-4, skipping lines in between.
2. Choose 4 picture cards you used in the Sort.
3. Show the student a picture card. Ask, **“What is this?”** Student responds by saying the name of the picture. Ask, **“What is the first letter to write for ____?”** Student writes ONLY the first letter. Got that? Student writes ONLY the first letter! They will want to write more. Don’t let them. These pictures were chosen for their initial phonemes—not for whole word spelling.
4. Continue as above for remaining 3 picture cards.

Note: there is no “Say It. Match It. Check It.” for Picture Work. More on this later!

Moving Along in ES Picture Work

When your student has demonstrated 85% accuracy with all Picture sets, conduct another letter name and sound assessment. Discontinue or continue Alphabet Firing as indicated.

Whether you continue with Alphabet Firing or not, proceed immediately to Onset-Vowel Work (see ES Sequence).

Onset Vowel Work (1 dot words):

Early StepsSM Word Study

Materials:

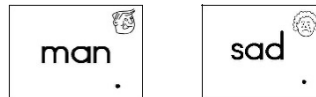
- pencil for student; pencil for tutor
- 'man' and 'sad' anchors & related word cards
- student spelling notebook with G1 lined paper
- ES Word Study Features 'cheat sheet' for tutor

Use the following sequence in this order for every lesson:

1. Sort
2. Fast Pencil
3. Memory
4. Spelling

Day 1: ES Onset Vowel Sort

1. Place 'man' and 'sad' anchor cards horizontally next to one another in front of your student.

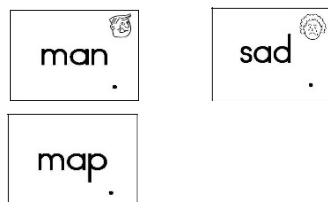


2. Point to each card with your pencil and say, **“This word is ‘man.’ What is this word?”** Student answers.

Do the same for 'sad.' Say, **“If you forget, the picture will remind you.”**

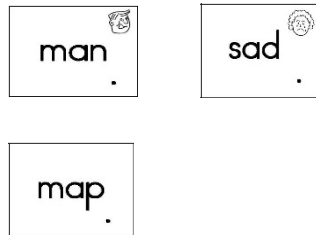
3. Point to the 'm' in 'man.' Say, **“This letter is ‘m.’ What is this letter?”** Student answers. Do the same for 's' in 'sad.'

4. Place the 'map' card in front of the student. Point to the 'm' in the word 'map.' Ask, **“Where does this go?”** Student should place card below 'man.'



Difficulty? Point out that both words start with 'm,' so the new card goes under 'man.'

5. Say, **“Watch my pencil.”** Read down that column aloud, being sure to slide your pencil above the word as you say it. Touch your pencil deliberately above the last letter in each word and emphasize that sound with your voice.



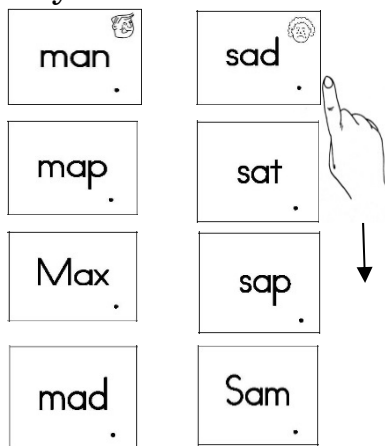
6. Say, **“Your turn.”** Student responds by pointing to the dot on each card, reading down just that column and emphasizing the last sound.

7. Give the child another card and ask, **“Where does it go?”** Do NOT ask (or allow) the student to read the new card first. The student must place the card in the Sort and then use the support of the anchor to read down the column.

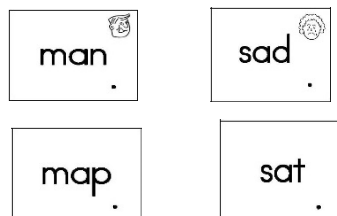
8. Say, **“Start at the top. Point and read.”** Student points to the dot on each card in just that column while reading the words aloud. Encourage the student to emphasize the last sound in each word (e.g., map).

Difficulty? Model just that column again with your voice and pencil. After 3 tries, try again next lesson.

9. Continue with additional cards as above. With each new card, the student starts at the top, then points and reads aloud the words in just that column. If your student reads each column easily, build a 2x4 matrix on Day 1.



However, some students may only be able to handle a 2x2 matrix on the 1st day.



That's ok. Over successive lessons, you can expand to a full 2x4 matrix, and then to a 3x4 matrix (see ES Sequence).

Day 2+ ES Onset Vowel Sort

Always use the same anchor cards in the order suggested by the ES Sequence. Ask the student to begin the Sort by pointing to and reading each anchor card.

The cards you choose to fill out the Sort should reflect the student's instructional level (i.e., 85% success – 15% challenge). Some cards may need to be re-used because the student had difficulty, or all may change daily to reflect the student's success.

Eventually, most students will be able to read down the column without modeling on your part. Give it a try by handing the student a card and saying, **“Where does this go? Point and read.”** If this is too difficult, simply model as in #5 and #6 above.

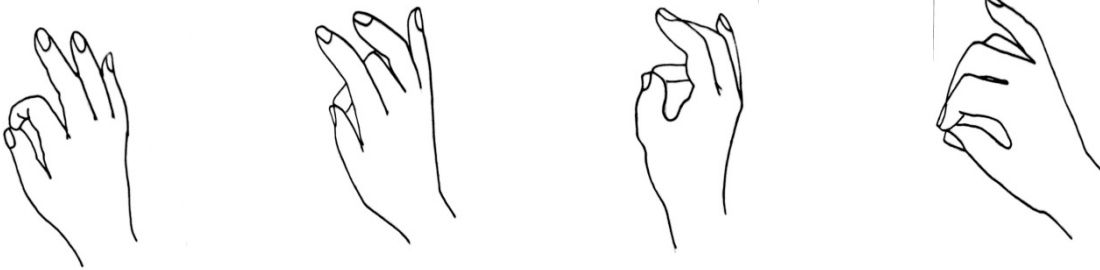
ES Onset Vowel Fast Pencil

1. Say, **“Read the words I touch with my pencil.”**
2. Point to various words in random order.
3. The first time you point to a word that the student cannot identify, it is time to teach tapping, a very important blending strategy for beginning readers. Read the directions below and practice ahead of time so that you are ready when opportunity strikes!

4. Introduce tapping without word cards. Hold up your right hand and wiggle your right thumb. Say, **“My thumb is ‘home base.’ All of the fingers want to touch home base.”** Ask the student to do the same.

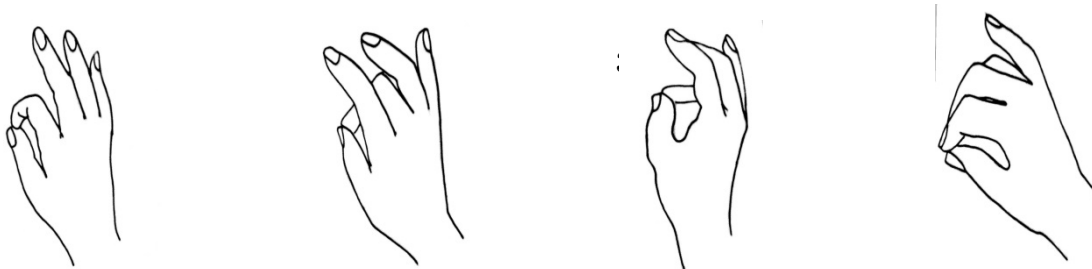
5. Show your student how you can tap each finger to the thumb individually (left to right, from forefinger to pinky), **saying “Tap. Tap. Tap. Tap.”** Then, pinch all 4 fingers to the thumb to finish.

6. Ask your student to practice until s/he can do this reasonably well.



1. tap forefinger 2. then, middle finger 3. then, ring finger 4. then, all 3 at once

7. Next, hold your right hand below a CVC word card (e.g., sad) and show the student how you can tap each sound in the word, 1 finger at a time, and then say the whole word while joining all the fingers at once to the thumb.



1. /s/ 2. /ă/ 3. /d/ 4. sad

8. From now on, when you play Fast Pencil or Memory and the student cannot readily identify the word, instruct the student to **‘tap’** as described above.

9. Initially, play Fast Pencil for 2 or 3 cards and gradually increase to 4 or 5 cards (maximum) over subsequent lessons as the student becomes more capable.

ES Onset Vowel Memory

1. Say, **“Flip all of the cards over** (including anchors) **and mix them up.”**

2. Arrange the cards back into a matrix.

3. Let the student play first. Say, **“Pick a card and flip it over.”** The student chooses a card, flips it over in its place. Say, **“Tap that word”** Student responds by tapping and then saying the whole word. Do the same for a second card.

4. If the cards have the same onset-vowel, the player says, **“I have a match!”** and takes those cards out of the matrix. If the 2 cards do not match, the player flips them over and leaves them in the matrix in their same places. No re-mixing the cards at this point—it prolongs the game unduly.

5. A match allows the player to take another turn. The player with the most matches wins the game.

6. Occasionally, and then with increasing frequency, ask the student to read your cards when you flip them over during your turn.

Note: Eventually, your student will be able to read words during Random Check and Memory without tapping. After that point, just suggest tapping when s/he struggles.

*Note: Onset-Vowel Memory does **not** require Justification. More on this later!*

Note: You should try to lose whenever you play Memory, but do so convincingly! ☺

ES Onset Vowel Spelling

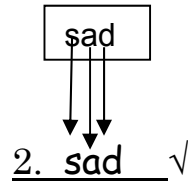
1. For Lesson #1, show the student how to number his/her spelling paper 1-4, skipping lines in between.
2. Choose 4 word cards you used in the Sort. Choose 2 easier words, and 2 words that provide a bit of a challenge.
3. Use the following instructional prompts and procedure:
 - Say the word.
 - Use the word at the end of a short sentence.
 - Ask **“What word?”** Student repeats word.

Example: “The word is sad. When I lost, I was sad. What’s the word?”

Student repeats word. Say, **“Write sad.”**

4. Continue as above for remaining 3 words.
5. Help student to fix mistakes immediately as they occur. Encourage tapping. For example, if the student writes “let” for “lit” tell the student **“Say let.”** Student responds. Hold up your hand as if you are going to tap to show the student what to do. When the student taps and says, /l/-/e/, stop him/her at that sound, and ask, **“What says /e/?** Student responds. Say, **“Please fix that.”** Student fixes word.
7. Now, use the procedures below to model “Say It. Match It. Check It.”
8. After modeling, give the student a card (random, not sequential order). Say, **“Say it.”** Student reads word card, tapping if needed.
9. Say, **“Match it.”** Student places card above spelling word in notebook.

10. Say, **“Check it.”** Student touches pencil to the first letter on the card, then the first letter in the notebook, while saying the letter name aloud **each** time (e.g., s,s). Students finishes word using the same procedure (e.g., a,a...t,t) and then places a √ next to the word.



11. Execute Say It. Match It. Check It. for remaining words.

Moving Along in ES Onset Vowel Work

When your student can play Memory such that s/he is approximately 85% accurate, move to the next line in the ES Word Study Sequence. You will need to retire anchors, keep anchors, or pull new anchors and new word cards as indicated.

Tapping, sounding out, and reading slowly are all legitimate ways to be accurate. Just make sure that the student finishes by consolidating (i.e., saying the whole word quickly).

When your student can play Memory with 'U' onset vowel words with at least 85% accuracy, move into the next phase of ES Word Study: Mixed Short Vowels (2 dot words).

Mixed Short Vowel Work (2 dot words): Early StepsSM (ES) Word Study

Materials:

- pencil for student; pencil for tutor
- a, i, and o mixed short vowel anchors & CVC word cards. No blends (e.g., **stop**, **bend**) or digraphs (e.g., **chop**, **sick**) until student is firm on CVCs.
- student spelling notebook
- ES Word Study Features 'cheat sheet' for tutor

Use the following sequence in this order for every lesson:

- Sort
- Fast Pencil
- Memory
- Spelling

Day 1: ES Mixed Vowel Sort

1. Place the following anchors horizontally next to one another.



2. Say, **“Point and read these anchors, please.”** Student responds.

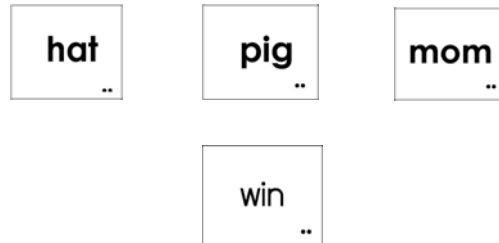
Difficulty? Suggest tapping.

3. Point to the ‘a’ in ‘hat’ with your pencil. Say, **“The letter ‘a’ is a vowel. It says /ă/. What does it say?”** Student answers.

4. Do the same for i and o.

5. Place ‘win’ in front of the student. Ask, **“Where does this go?”** Student should place card below ‘pig.’ Do NOT ask (or allow) the student to read the new card first. The student must place the card in the Sort and then use the support of the anchor to read down the column.

Difficulty? Point out that both words contain the vowel 'i,' so the new card goes under 'pig.'



6. Say, **“Point and read, please.”** Student points down that column while reading each word aloud. Continue with other word cards as above.

The first time the student has difficulty reading a word, it is time to teach tapping (if you have not already done so). Tapping is a very important blending strategy for beginning readers. Read the directions below and practice ahead of time so that you are ready when opportunity strikes!

Introduce tapping without word cards. Hold up your right hand and wiggle your right thumb. Say, **“My thumb is ‘home base.’ All of the fingers want to touch home base.”** Ask the student to do the same.

Show your student how you can tap each finger to the thumb individually (left to right, from forefinger to pinky), **saying “Tap. Tap. Tap. Tap.”** Then, pinch all 4 fingers to the thumb to finish.

Have your student practice tapping each finger to the thumb individually (left to right, from forefinger to pinky) until s/he can do this reasonably well.



1. tap forefinger
2. then, middle finger
3. then, ring finger
4. then, all 3 at once

Next, hold your right hand below a CVC word card (e.g., win) and show the student how you can tap each sound in the word, 1 finger at a time, and then say the whole word while joining all the fingers at once to the thumb.



1. /w/

2. /i/

3. /n/

4. win

From now on, when the student cannot readily identify a word during Sort, Fast Pencil, Memory, or even when reading text, instruct the student to **'tap'** as described above.

7. If your student can read and point down the column easily, build a 3x4 matrix with just CVC (consonant-vowel-consonant) words—no words with blends or digraphs, yet.

hat ..

pig ..

mom ..

map ..

win ..

job ..

ran ..

hit ..

hop ..

cat ..

lip ..

fox ..



If your student experiences a good deal of difficulty, drop back to a 2x3 or 2x4 matrix with just ‘hat’ and ‘pig’ anchors. You can build a bigger matrix over successive lessons.

8. Once you have finished the Sort, touch your pencil to the vowel in ‘hat’ and then to the ending consonant in ‘hat’ and say, **“Watch my pencil. This vowel pattern is a-consonant.”**

9. Repeat #8 above for the rest of the words in the ‘hat’ column. Say, **“Say it with me: a-consonant... a-consonant...a-consonant.”**

10. Go back up to the top of the ‘hat’ column, touch your pencil to the vowel in ‘hat’ and say, **“Watch my pencil. The vowel sound is /ă/.”**

11. Repeat #10 above for the rest of the words in the ‘hat’ column. Say, **“Say it with me: /ă/... /ă/.../ă/.”**

12. Repeat as above with the ‘pig’ and ‘mom’ columns.

Day 2+ ES Mixed Vowel Sort

Always use the same anchor cards in the order suggested by the ES Sequence . Ask the student to begin the Sort by pointing to and reading each anchor card.

The cards you choose to fill out the Sort should reflect the student’s instructional level (i.e., 85% success – 15% challenge). Some cards may need to be re-used because the student had difficulty, or all may be new to reflect the student’s previous success.

You should introduce words with blends (e.g., **glad, dust**) and digraphs (e.g., **when, hush**) only after the student is quite successful with CVC words (e.g., **job**) in a 3x4 Sort.

Difficulty? Suggest tapping!

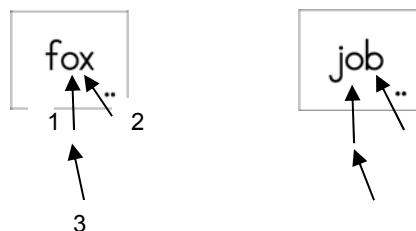
Each day as you finish the Sort, for each column ask **“What is the vowel pattern here? What is the vowel sound?”**

ES Mixed Vowel Fast Pencil

1. Say, **“Read the words I touch with my pencil.”**
2. Point to 5-6 words in random order.
3. Suggest tapping as needed.

ES Mixed Vowel Memory

1. Say, **“Flip all of the cards over (including anchors) and mix them up.”**
2. Arrange the cards back into a matrix.
3. Let the student play first. Say, **“Pick a card and flip it over.”** The student chooses a card, flips it over in its place. Say, **“Read that word.”** Student responds. Do the same for a second card.
4. If the cards have the same vowel, the player says, **“I have a match!”** and takes those cards out of the matrix. If the 2 cards do not match, the player flips them over and leaves them in the matrix. No re-mixing the cards at this point—it prolongs the game unduly.
5. Whenever a Mixed Vowel match is made, the opposing player says, **“Justify that, please!”**
6. Model justification for your student by using a pencil to:
 - point to the vowel, then to the ending consonant while saying **“o-consonant...”**
 - then pointing then back to the vowel stating **“...says /ō/.”**Do this for both cards in the match.



7. Occasionally, and then with increasing frequency, ask the student to read your cards when you flip them over during your turn.
8. A match allows the player to take another turn. The player with the most matches wins the game.

Note: You should try to lose whenever you play Memory, but do so convincingly! ☺

ES Mixed Vowel Spelling

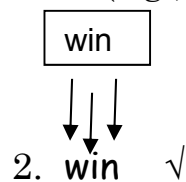
1. Choose 4 word cards you used in the Sort. Choose 2 easier words, and 2 words that provide a bit of a challenge.
2. Use the following instructional prompts and procedure:
 - say the word
 - use the word at the end of a short sentence
 - ask **“What word?”** Student repeats word.

Example: “The word is win. I hope I win. What’s the word?”
Student repeats word. Say, **“Write win.”**

3. Continue as above for remaining 3 words.
4. Help student to fix mistakes immediately as they occur. Encourage tapping. For example, if the student writes ‘sick’ for ‘stick’ say, **“The word is stick. Say stick.”** Student responds.
5. Show the tapping motion or say, **“Tap.”** When the student taps /s/-/t/, stop him/her at that sound and ask, **“What says /t/?** Student responds. Ask, **“What do you need to put there?”** Student responds and fixes word.
6. Now, use the procedures below to model for your student how to “Say It. Match It. Check It” (if you have not already done so).
7. After modeling, give the student a card (random, not sequential order). Say, **“Say it.”** Student reads word card, tapping if needed.

8. Say, **“Match it.”** Student places card above spelling word in notebook.

9. Say, **“Check it.”** Student uses a pencil to point to the first letter on the card, then the first letter in the notebook, while saying the letter name aloud **each** time (e.g., w,w). Student finishes word using the same procedure (e.g., i,i...n,n), and then places a √ next to the word.



10. Repeat “Say It. Match It. Check It.” for remaining words.

Moving Along in ES Mixed Short Vowel Work

When your student can play Memory such that s/he is approximately 85% accurate, move to the next line in the ES Word Study Sequence (i, o, e). You will need to retire 1 anchor, keep 2 anchors, and pull 1 new anchor, as well as related word cards.

Tapping, sounding out, and reading slowly are all legitimate ways to be accurate. Just make sure that the student finishes by consolidating (i.e., saying the whole word quickly).

When your student is successful with o, e, and u, including some words with blends and digraphs, conduct a Word Study Check to determine if s/he is ready to move into the next phase of ES Word Study: Vowel Patterns (3 dot words).

ES Word Study Check for Mixed Vowel Work

1. Randomize 40 words, sampling all 5 vowels and **some** words with blends and digraphs.

2. Hold deck in one hand. Student reads off the deck. Tapping is ok. No timer for ES Word Study √s. Data must come from a cold read (i.e., the student has not read or worked with those cards that day).

3. Sort words into 2 piles:

Yes = Automatic or Blend/Tap w/consolidation.

No = Wrong or >5 Second Hesitation (Say correct word and move on).

4. Criteria: 8 or fewer in the 'no pile?' BUMP UP to Vowel Patterns.

5. More than 8 in 'no pile?' REVIEW Mixed Short Vowel trouble areas.

Vowel Pattern Work (3 dot words): Early StepsSM (ES) Word Study

Materials:

- pencil for student; pencil for tutor
- a and a-e vowel pattern anchors & word cards. No blends or digraphs for several days!
- student spelling notebook with G1 lined paper.
- ES Word Study Features 'cheat sheet' for tutor

Use the following sequence in this order for every lesson:

- Sort
- Fast Pencil
- Memory
- Spelling

Day 1: ES Vowel Pattern Sort

1. Place 'hat' and 'cake' anchors horizontally next to one another.



2. Say, **“Point and read these anchors, please.”** Student responds.
3. Use your pencil to point to the ‘a’ in ‘hat.’ Say, **“a’ is a vowel. It says /ă/ in hat. What does it say?”** Student answers.
4. Point to ‘a’ in ‘hat’ and say, **“In words like this, ‘a’ says /ă/ because it is the *only* vowel and it is *closed off* at the end by a consonant.**
5. Continue, **“But, in this word** (point to the ‘a’ in ‘cake’), **‘a’ says /ā/ because it is followed by a consonant and then a silent ‘e’** (point to those letters).”
6. Place ‘jam’ in front of the student. Ask, **“Where does this go?”** Student should place ‘jam’ below ‘hat.’ Do NOT ask (or allow) the student to read the new card first. The student must place the card in the Sort and then use the support of the anchor to read down the column.


hat ...	cake ...
jam ...	

Difficulty? Point out that neither 'hat' nor 'jam' end in silent 'e,' so they belong in the same column.

7. Say, **“Point and read, please.”** Student points and reads down the 'hat' column while reading each word aloud.

8. If your student can read and point down the columns easily, build a 2x6 sort with CVC (consonant-vowel-consonant) and CVCe (consonant-vowel-consonant-silent e) words. Over time, gradually add words with blends or digraphs.

hat ...	cake ...
jam ...	same ...
cap ...	page ...
bag ...	gave ...
cat ..	flame ...
flag ...	chase ...



If your student experiences difficulty, shorten the Sort to 2x2 or 2x3 and then expand to a full 2x6 matrix over successive lessons.

8. Once you have finished the Sort, touch your pencil to the vowel in 'hat' and then to the ending consonant in 'hat' and say, **"Watch my pencil. This vowel pattern is a-consonant."**
9. Repeat #8 above for the rest of the words in the 'hat' column. Say, **"Say it with me: a-consonant... a-consonant...a-consonant."**
10. Go back up to the top of the 'hat' column, touch your pencil to the vowel in 'hat' and say, **"Watch my pencil. The vowel sound is /ă/."**
11. Repeat #10 above for the rest of the words in the 'hat' column. Say, **"Say it with me: /ă/... /ă/.../ă/."**
12. Then, touch your pencil to the vowel, consonant, and 'e' in 'cake' and say, **"Watch my pencil. This vowel pattern is a-consonant-e."**
13. Repeat #12 above for the rest of the words in the 'cake' column. Say, **"Say it with me: a-consonant-e... a-consonant-e...a-consonant-e."**
14. Go back up to the top of the 'cake' column, touch your pencil to the 'a' and then the 'e' in 'cake' and say, **"Watch my pencil. The vowel sound is /ā/."**
15. Repeat #14 above for the rest of the words in the 'cake' column. Say, **"Say it with me: /ā/... /ā/.../ā/."**

Day 2+ ES Vowel Pattern Sort

Always use the same anchor cards. Ask the student to begin the Sort by pointing to and reading each anchor card.

The cards you choose to fill out the Sort should reflect the student's instructional level (i.e., 85% success – 15% challenge). Some cards may need to be re-used because the student had difficulty, or all may change daily to reflect the student's success.

You should introduce words with blends (e.g., **skate**) and digraphs (e.g., **shake**) only after the student is quite successful with CVC words (e.g., **job**) in a 2x6 Sort.

Each day as you finish the Sort, for each column ask, **“What is the vowel pattern here? What is the vowel sound?”**

*Difficulty? For CVC words, suggest tapping. But, for CVCe words, ask the student to identify the pattern first. Then ask, **“So what sound is this vowel going to make?”** Student responds. Say, **“Remember that sound. Now tap.”***

After 3 tries, try again next lesson. Another option is to reduce the size of the Sort.

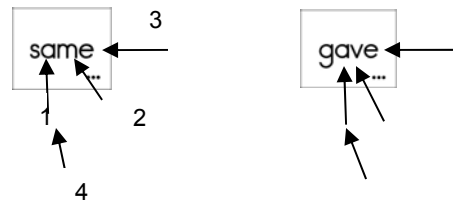
ES Vowel Pattern Fast Pencil

1. Say, **“Let’s play Fast Pencil.”**
2. Point to 5-6 words in random order.
3. Suggest tapping as needed. Remember if a word has a vowel-consonant-e pattern, ask the student to tell you the main vowel sound before s/he begins tapping.

ES Vowel Pattern Memory

1. Say, **“Flip all of the cards over** (including anchors) **and mix them up.”**
2. Arrange the cards back into a matrix.
3. Let the student play first. Say, **“Pick a card and flip it over.”** The student chooses a card, flips it over in its place. Say, **“Read that word.”** Student responds. Do the same for a second card.

4. If the cards have the same vowel, the player says, **“I have a match!”** and takes those cards out of the matrix. If the 2 cards do not match, the player flips them over and leaves them in the matrix. Do not re-mix!
5. Whenever a match is made, the opposing player says, **“Justify that, please!”**
6. Model justification for your student by using a pencil to:
 - point to the vowel, then to the ending consonant, then to ‘e’ while saying **“a-consonant-e...”**
 - then, point back to the main vowel a final time stating **“...says /ā/.”** Do this for both cards in the match.



7. Occasionally, and then with increasing frequency, ask the student to read your cards when you flip them over during your turn.
8. A match allows the player to take another turn. The player with the most matches wins the game.

ES Vowel Pattern Spelling

1. Choose 4 word cards you used in the Sort. Choose 2 easier words, and 2 words that provide a bit of a challenge.
2. Use the following instructional prompts and procedure:
“The word is name. Jean is my name. What’s the word?”
3. Student repeats word. Say, **“Write name.”**
4. Continue as above for remaining 3 words.

5. Help student to fix mistakes immediately as they occur. Encourage tapping. For example, if the student writes 'lak' for 'lake' say, **"The word is lake. Say lake."** Student responds.
6. Show the tapping motion or say, **"Tap."** When the student taps /l/-/ā/, stop him/her at that sound and ask, **"What says /ā/?"** Student responds. Ask, **"What do you need at the end of the word for the vowel to say its name?"** Student responds and fixes word.
7. Next, the student should "Say It. Match It. Check It." Hand the student a card (random, not sequential order). Say, **"Say it."** Student reads word card, tapping if needed.
8. Say, **"Match it."** Student places card above spelling word in notebook.
9. Say, **"Check it."** Student uses a pencil to point to the first letter on the card, then the first letter in the notebook, while saying the letter name aloud **each** time (e.g., n,n). Student finishes word using the same procedure (e.g., a,a...m,m...e,e), and then places a √ next to the word.
10. Repeat "Say It. Match It. Check It." for remaining words.

Moving Along in ES Vowel Pattern Work

When your student can play Memory such that s/he is approximately 85% accurate, including some words with blends and digraphs, conduct a Word Study Check to determine if s/he is ready to move to the next Vowel Pattern. (e.g., i-consonant and i-consonant-e).

Tapping, sounding out, and reading slowly are all legitimate ways to be accurate. Just make sure that the student finishes by consolidating (i.e., saying the whole word quickly).

ES Word Study Check for Vowel Pattern Work

1. Randomize 40 words, sampling both vowel patterns and **some** words with blends and digraphs.

2. Hold cards in one hand. Student reads off deck. Tapping is ok. No timer. ES Word Study ✓ is untimed. Data must come from a cold read (i.e., the student has not read or worked with those cards that day).

3. Sort words into 2 piles:

Yes = Automatic or Blend/Tap w/consolidation.

No = Wrong or >5 Second Hesitation (Say correct word and move on)

4. Criteria: 8 or fewer in the 'no pile?' BUMP UP to next Vowel Pattern.

5. More than 8 in 'no pile?' REVIEW trouble areas for that Vowel Pattern.

Level & Goal	Sort	Random Check	Memory	Spelling	Bump Up	Notes
Alphabet use 2 known letters & 1 trouble letter	- no sort - instead, do Rainbow Match	N/A	- S. must say letter name & sound	N/A	- delete from lesson when S. is firm - finish in spelling	- independent of picture sorts - S. must say letter name & sound
Picture Sorts	- “what’s this?” “where does it go?” - build to 3x4	- S. name picture, then 1 st sound OR may say 1 st sound, then name picture	- always say picture name, regardless if match If match, say 1 st sound	- only 1st sound - do NOT spell word	- when S. is mostly accurate during Memory	- independent of alphabet - use pictures in S. oral language
Onset-Vowels (●)	- “where does it go?” -may start w/2x1 -build to 3x4 “my turn; your turn.” - no tapping	- teach tapping w/o words, then use w/words - diminish tapping over time, but use when S. struggles	- no justification for match needed	- 4 words - say it, match it & check it	- when S. is mostly accurate during Memory - tapping ok	- for sort, model down column with voice & pencil slide, then touch last sound & emphasize w/voice - drop modeling when S. are firm
Mixed Short Vowels (●●) Any S. in level 7 text must move here, even if still in O-Vs.	- “where does it go?” - build to 3x4 - tap as needed	- tap as needed	- justify match: vowel pattern & sound while pointing w/pencil tip (e.g., i con says /i/)	- see above	- Untimed WS v - flash cards for 5 seconds/card - 32/40 or 80% - reasonable speed - tapping ok	- only intro blends & digraphs when CVCs are quite firm
Vowel Patterns (●●●)	- “where does it go?” - build to 2x6 - tap as needed	- day 1, teach ortho tapping; - tap as needed	- justify match: vowel pattern & sound while pointing (e.g., ir says /ər/)	- see above	- Untimed WS v - flash cards for 5 seconds/card - 32/40 or 80% - reasonable speed - tapping ok	- only intro blends & digraphs when simpler words are quite firm

Early Steps 1:1 Word Study Features & Procedures for Tier 2 Intervention

Level & Goal	Sort	Random Check	Memory	Spelling	Bump Up	Notes
Alphabet use 2 known letters & 1 trouble letter	- no sort - instead, do Rainbow Match - always choral	N/A	- day 1, S. play against T. as team - day 2+, S. play as pairs	N/A	- delete from lesson when 3 of 4 S. are firm - finish in spelling	- independent of picture sorts - S. must say letter name & sound
Beginning Consonants (Picture Sorts)	- “what’s this?” “where does it go?” - 2x4, then 3x4 - always choral	- S. name picture, then 1 st sound OR may say 1 st sound, then name picture - always choral	- day 1, S. play against T. as team - day 2+, S. play as pairs	- only 1st sound - do NOT spell word	- Memory - low S. mostly accurate	- independent of alphabet - use pictures in S. oral language
Onset-Vowels (●)	- “where does it go? my turn; your turn.” - may start w/2x1 - build to 3x4 - no tapping - always choral	- teach tapping w/o words, then use choral tapping - diminish tapping over time, but use when S. struggle - always choral	- day 1, S. play against T. as team - day 2+, S. play as pairs when ready - no justification for match needed	- 4 words 1 to each; say, match & check, then pass	- Memory - low S. mostly accurate - tap as needed	- for sort, model down column with voice & pencil slide, then touch last sound & emphasize w/voice
Mixed Short Vowels (●●) Any S. in text level 7 still in O-Vs must move here	- “where does it go?” - build to 3x4 - day 1, choral; then pairs ASAP - tap as needed	- day 1, choral; then in pairs when ready - tap as needed	- day 1, S. play against T. as team - day 2+, pairs when ready - justify match: vowel pattern & sound while pointing (e.g., i con says /i/)	- see above	- Untimed WS v - flash cards for 5 seconds/card - 32/40 or 80% - reasonable speed - tap as needed - other S. read familiar books	- only intro blends & digraphs when CVCs are quite firm - when S. struggle in sort, see above
Vowel Patterns (●●●)	- “where does it go?” - build to 2x6 - day 1, choral; then pairs ASAP - tap as needed	- day 1, teach ortho tapping; - work in pairs when ready - tap as needed	- day 1, S. play against T. as team - day 2+, S. pairs when ready - justify match: vowel pattern & sound while pointing (e.g., ir says /r/)	- see above	- Untimed WS v - flash cards for 5 seconds/card - 32/40 or 80% - reasonable speed - tap as needed - other S. read familiar book	- only intro blends & digraphs when CVCs are quite firm - when S. struggle in sort, see above

Early Steps Quads: Word Study Features & Procedures for Tier 2 Intervention

Insert Tab at this point

TAB:
Games

TAP the Sort

- When your student is in 2 dot words and is making a lot of errors on a word study check, use this blending strategy to help students read across the word. Do a sort, random check, and then you can play *“Tap the Sort”*, and then spelling.
- Have students read off the deck, tapping each word and reading through deck quickly.

Go Fish

- Do a regular sort, random check, then play using the 16 cards from the sort.
- Mix up the cards and pass 3 cards to each person. Read through the cards and find any matching pairs, read the cards. The remainder cards are placed face down as the **Go Fish** draw pile.
- Take turns asking for cards with “Vowel Pattern” and “Vowel Sound”. If no match....say “Go Fish”. If matching pair is found, read cards and go again.
- Play 2-3 times, and then spelling.

Black Out Bingo

- Have two blank bingo boards. Using a vis-à-vis marker, write the anchor words on the top of both boards.
- Add 2 or 3 **Wild** cards to a randomized deck.
- Place the deck face down in front of the student. Take turns choosing, reading, and placing a card under the correct anchor word. As card is placed, touch and read down the column.
- If an anchor word card is turned over, the card should be read and placed on top of the written anchor word.
- Once a column has been filled with four cards, have students continue to add cards to the column by placing on the last card in the column, touch and read down the column.
- Once one of the boards has reached **black out**, the tutor can do a random check (fast pencil), pointing to 5-6 words using both boards, and then do spelling.

TAP the DECK

- When your student is in 2 dot words and is getting ready to do a speed check but is not quite there, instead of sort, random check, and memory you can play, *“Tap the Deck”, “Slap”, and then spelling.*
- Tutor prepares a randomized deck of 10 – 20 word cards from all current concepts taught. Start deck with easy words.
- Have students read off the deck, tapping each word and reading through deck quickly.

SLAP

- After you have done a word study check and the student has not passed, you can then play *“Slap”*.
- Put an example word from each vowel or vowel pattern face up on the table.
- Place the randomized deck of word cards from current concepts face down between the Tutor and the student.
- Tutor and student takes turns reading the top card and quickly placing it on example word (matching the vowel or vowel pattern). You can also have the players read the word you are placing the card onto.
- The goal is to read and place cards quickly and accurately while at the same time putting the cards/sorts back in order.