Student Tutoring Achievement for Reading

Phonics Rationale

Phonics is a form of instruction designed to help readers understand and master the relationships between letters and speech sounds. As such, phonics instruction should help students pronounce unfamiliar words accurately, so that with repetition those words become automatic.

Research shows:

- Phonics instruction needs to be presented systematically, based on the student's instructional level.

- Phonics instruction needs to be explicit (I do; you do).

- Systematic, explicit phonics instruction should consist of:

  1. Alphabet work (mastering letter and sound recognition and production).
  2. Blending (moving across letter sounds to pronounce words; tapping is an excellent strategy).
  3. Chunking (using word parts such as onsets, rimes, and vowel patterns to pronounce words).
  4. Structural Analysis (using syllable types to pronounce words and affix/root meanings to understand word meaning).

- Systematic, explicit phonics instruction improves fluency and comprehension.

- Systematic, explicit phonics instruction is not a total reading program. It is necessary, but not sufficient for struggling students to become successful readers.

With this research in mind, the USOE has asked the University of Utah Reading Clinic (UURC) to develop phonics instruction for the STAR tutoring program. The UURC streamlined the Word Study portions of Early Steps^{SM} and Next Steps^{SM} and embedded them in STAR.

Early Steps℠ and Next Steps℠ are research-based, explicit, systematic Tier II interventions that may be delivered by individuals who have earned certification. Both are service marks owned by the University of Utah.

As such, the UURC reserves the right to grant Early Steps℠ and/or Next Steps℠ Certification. Certification is contingent upon satisfactory completion of an Early Steps℠ or Next Steps℠ practicum, conducted by a Trainer licensed of that model.

STAR tutors and/or coordinators are not certified in either model as a result of training and experience in delivering STAR—even though STAR contains portions of Early Steps℠ and Next Steps Word Study℠. The STAR program is not a Tier II intervention. Rather, it is a form of valuable practice that volunteers provide for struggling readers.

That said, STAR tutors and/or coordinators who are interested in earning Introduction to Early Steps or Introduction to Next Steps certification are strongly encouraged to complete a practicum with the UURC during the summer. Please see http://www.uurc.utah.edu/Registration/index.php for more information.

Producing & Organizing Word Study (WS) Cards

Recommendation: do at least one whole item (e.g., B Pictures or 'a' mixed vowels) or from start to finish, as described below, to get a sense of what is involved and how the cards are organized.

Recommendation: if you need multiple sets of cards for your school, produce at least one set on your own that your colleagues can use as a model. Then, enlist some "card volunteers" to help cut and bag. Many hands make light work!

1. Are you working with K-1 students? You will need ES word cards. Are you working with 2-3 students? You will need NS word card. If you are working with K-3 (or higher students) you will need both ES and NS word cards.

2. Collect materials:
- boxes (e.g., copy paper, liquor store, shoe, or plastic),
- gallon ziplock bags
- snack size ziplock bags
- rubber bands
- dividers (e.g., manila folders, hanging folders, construction paper, or card stock)
- permanent marker
- ES Word Study Sequence (enough for each helper)
- NS Word Study Sequence (enough for each helper)

3. Go to the Manuals section of the USOE STAR Tutoring website:
http://www.schools.utah.gov/CURR/star/Manuals.aspx
and download your Word Study master copies.

4. Think about the largest number of STAR tutors working at your school at the same time during a day. On cardstock, you will want to duplicate that number of cards for each item on the ES and/or NS Sequence.

5. Duplicate WS cards on ONE COLOR (repeat!) ONE COLOR of cardstock (we suggest white or beige). DO NOT CUT, YET! You must LAMINATE full pages of cards BEFORE you cut!!

6. Notice that each card is marked with 1, 2, or 3 dots. That is because you will find some words (e.g., cat) repeated more than once. The dots help users to determine which cards go with which part of the Sequence.

7. Cut the cards for just 1 set of just the first item on the sequence (i.e., ES = B pictures; NS = 'a' mixed short vowels). Rubber band the cards for that item together.

8. Put the B pictures in a gallon size bag. Put the 'a' mixed short vowels in a snack size bag before you put the snack size bag in a gallon bag. Later, you will add 'i,' 'o,' 'e,' and 'u' to the snack bag to make a full set.

9. Repeat until you have enough sets of just that item to cover the largest number of STAR tutors working at the same time on any given day.

10. Mark the gallon bag with the name of the item (e.g., B or a, i, o, e, u) Mark a folder with the item(s) name (e.g., Picture Work – B or Mixed Short Vowels – a, i, o, e, u). Place the gallon bag in the folder in the box. No need to mark the snack size bags.

11. Move onto the next item and repeat as above.

12. Depending on the number of sets, you will be able to store more or fewer gallon bags in one box.

Student Tutoring Achievement for Reading

University of Utah Reading Clinic Word Study

Which Word Study Sequence should I use?
It depends on the student's grade level…

Student Grade Level	Use This Word Study Sequence
K-1	Early Steps℠ (ES)
2-3	Next Steps℠ (NS)

If your student is in K or G1, s/he is an Early Steps (ES) student. Use an assessment to determine which letter names and sounds have been mastered and which still need work.

Students must have mastered **at least** 16 lower case letter names and sounds to begin ES Word Study instruction. If your student does not know, or is still "shaky" on some letters names and sounds, begin and continue with Alphabet Firming, until your student has mastered all 26 names and sounds.

OK! I know which Word Study Sequence to use. Where should I start?
ES students start with First Phoneme Picture Work.

NS students start with Mixed Short Vowels (2 dot words).

Note: If your student is G4 or above, check with your STAR supervisor to determine whether or not NS℠ Word Study is appropriate.

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) 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., **y**ellow, back**y**ard), but positioned at the end of a word, it is a vowel (e.g., 'happ**y**,' 'cr**y**').*

*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 '**s**ad' and 'st' is the onset in '**st**op.' 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., **fl**at, be**nd**). 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., **ch**in, hu**sh**, s**oi**l). 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 Steps[SM] Word Study

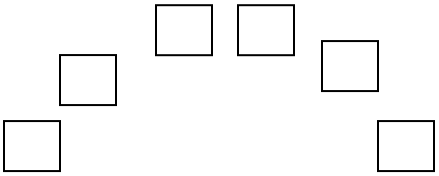
If assessment shows that your student can readily **identify** all 52 upper and lower case letter names and related sounds, skip this portion of ES word study. Don't worry about lack of firmness in writing letters, you can choose words during spelling for that purpose.

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

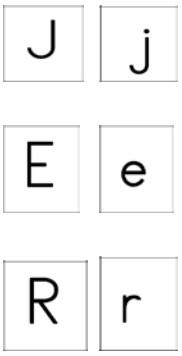
1. Flip all 6 alphabet cards **face down** and arrange them in the shape of a rainbow on the table in front of the student.



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.**

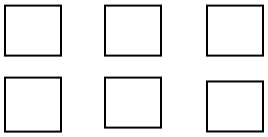
4. The student should continue flipping cards, saying the letter name/sound, and placing them in columns until s/he forms a 2x3 matrix as below:



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 Steps[SM] 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

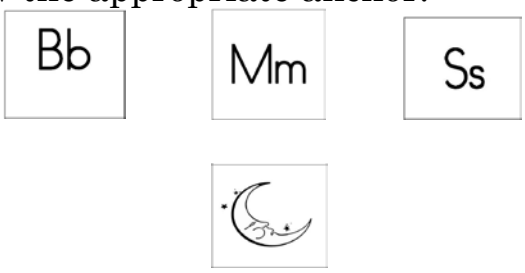
Day 1: ES Picture Sort

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.



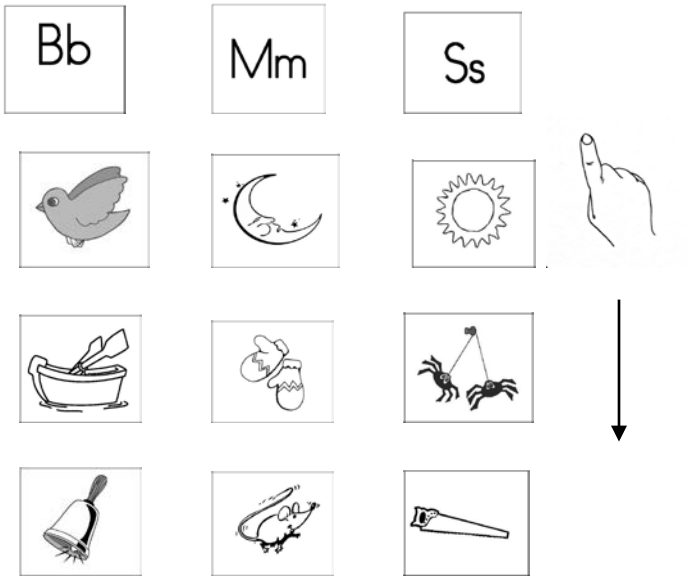
5. Say, **"Watch me."** Point to the anchor, say **"/m/"**, then point to the picture card and say **"moon."**

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 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 Firming as indicated.

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

Onset Vowel Work (1 dot words): Early Steps[SM] 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.

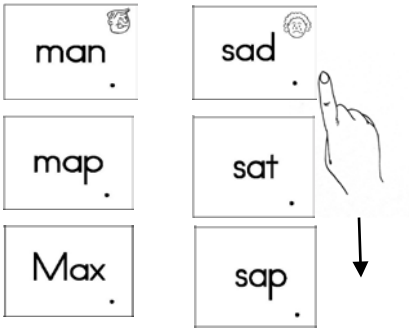
6. Say, **"Your turn."** Student responds by pointing to the dot on each card, reading down just that column and emphasizing the last sound.

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., ma**p**).

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 only may 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."**

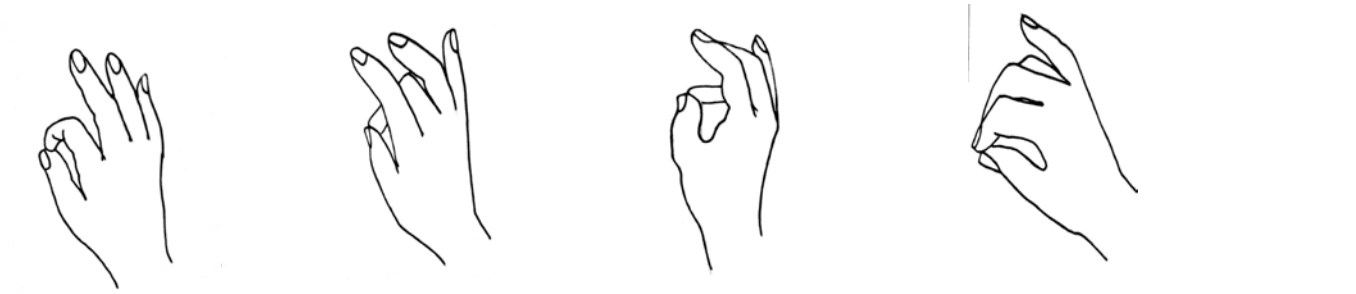
2. Point to various words in random order.

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.

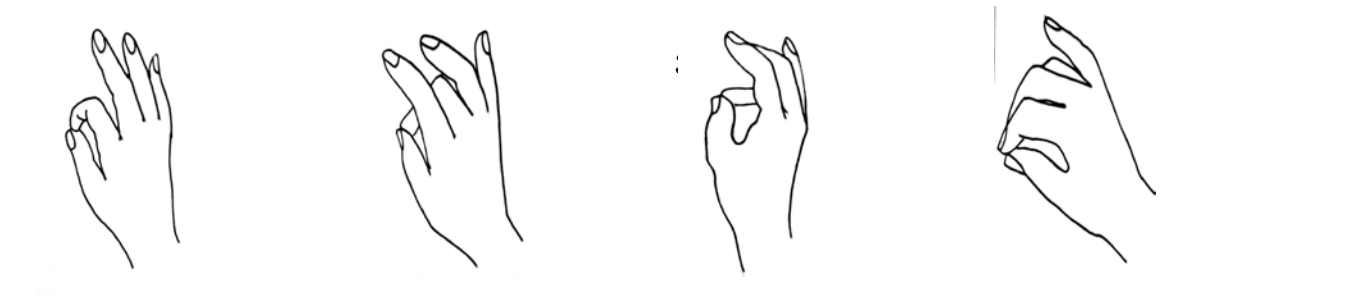
5. Show your student how you can tap each finger to the thumb individually (left to right, from forefinger to pinky), **saying "Tap. Tap. Tap. Tap."** Then, pinch all 4 fingers to the thumb to finish.

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: 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.

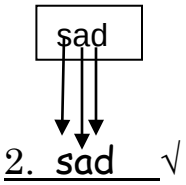
5. Help student to fix mistakes immediately as they occur. Encourage tapping. For example, if the student writes "let" for "lit" tell the student **"Say let."** Student responds. Hold up your hand as if you are going to tap to show the student what to do. When the student taps and says, /l/-/e/, stop 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.



10. 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 Steps[SM] (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.,. **st**op, be**nd**) or digraphs (e.g., **ch**op, si**ck**) 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.'

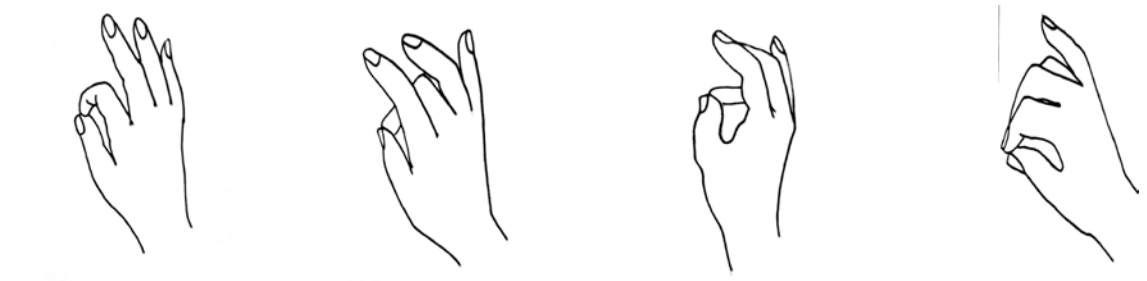
6. Say, **"Point and read, please."** Student points down that column while reading each word aloud. Continue with other word cards as above.

The first time the student has difficulty reading a word, it is time to teach <u>tapping</u> (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.



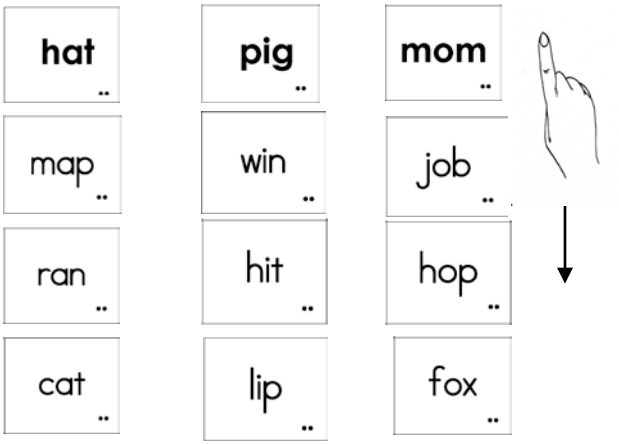
1. tap forefinger 2. then, middle finger 3. then, ring finger 4. then, all 3 at once

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. /ĩ/ 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.



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 a 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 <u>a-consonant.</u>**

9. Repeat #8 above for the rest of the words in the 'hat' column. Say, **"Say it with me: <u>a-consonant</u>... <u>a-consonant</u>...<u>a-consonant</u>."**

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.

<u>Day 2+ ES Mixed Vowel Sort</u>

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., **gl**ad, du**st**) and digraphs (e.g., **wh**en, hu**sh**) 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?"**

<u>ES Mixed Vowel Fast Pencil</u>

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."**

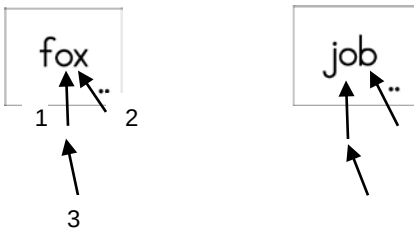
2. Arrange the cards back into a matrix.

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 /ŏ/."**
   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.

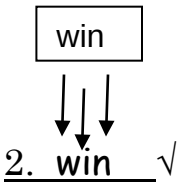
5. Show the tapping motion or say, **"Tap."** When the student taps /s/-/t/, stop him/her at that sound and ask, **"What says /t/?** Student responds. Ask, **"What do you need to put there?"** Student responds and fixes word.

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 Steps[SM] (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.**

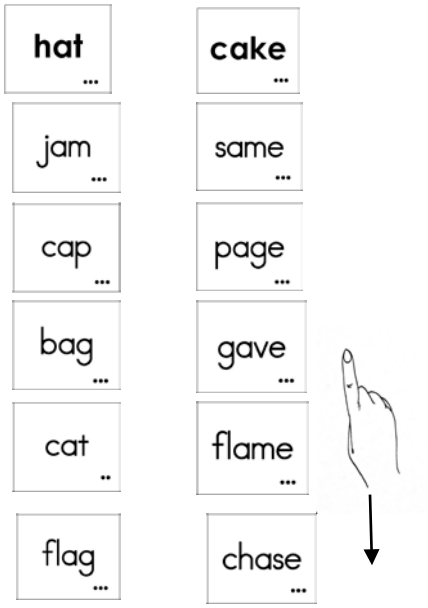
5. Continue, **"But, in this word** (point to the 'a' in 'cake')**, 'a' says /ā/ because it is followed by a consonant and then a silent 'e'** (point to those letters)**."**

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.

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 just CVC (consonant-vowel-consonant) and CVCe (consonant-vowel-consonant-silent e) words—no words with blends or digraphs, yet.



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 a 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 <u>a-consonant.</u>**

9. Repeat #8 above for the rest of the words in the 'hat' column. Say, **"Say it with me: <u>a-consonant</u>... <u>a-consonant</u>...<u>a-consonant</u>."**

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 <u>a-consonant-e.</u>**

13. Repeat #12 above for the rest of the words in the 'cake' column. Say, **"Say it with me: <u>a-consonant-e</u>... <u>a-consonant-e</u>...<u>a-consonant-e</u>."**

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/."**

<u>Day 2+ ES Vowel Pattern Sort</u>

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., **sk**ate) and digraphs (e.g., **sh**ake) 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.

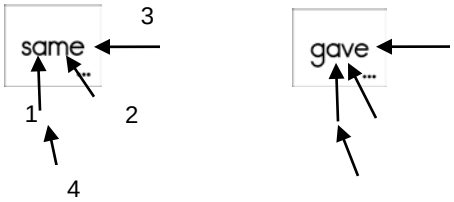
3. Let the student play first. Say, **"Pick a card and flip it over."** The student chooses a card, flips it over in its place. Say, **"Read that word."** Student responds. Do the same for a second card.

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 <u>name</u>. Jean is my name. What's the word?"

3. Student repeats word. Say, **"Write <u>name</u>."**

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 <u>lake</u>. Say <u>lake</u>."** 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.

Mixed Short Vowel Work (2 dot words): Next Steps[SM] (NS) Word Study

Note: all Next Steps students must start with this portion of the Next Steps Word Study Sequence—even teen-agers whom you may think don't need it. You will be surprised how confused even older students are about short vowel sounds.

That said, you may only need to spend 3 or 4 days here, enough time to try the most difficult words with blends and digraphs, and to be sure that the student can articulate the vowel patterns and vowel sounds. Then, you may conduct a Word Study Check with all 5 vowels and determine if your student is ready to move onto to Vowel Pattern Word (3 dot words).

Materials:
- pencil for student; pencil for tutor
- a, i, o, and e mixed short vowel anchors & CVC word cards. No blends (e.g.,. **st**op, be**nd**) or digraphs (e.g., **ch**op, si**ck**) on Day 1.
- student spelling notebook with lined paper

Use the following sequence in this order for every lesson:
- Sort - Fast Pencil - Memory - Spelling

Day 1: NS Mixed Vowel Sort

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

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

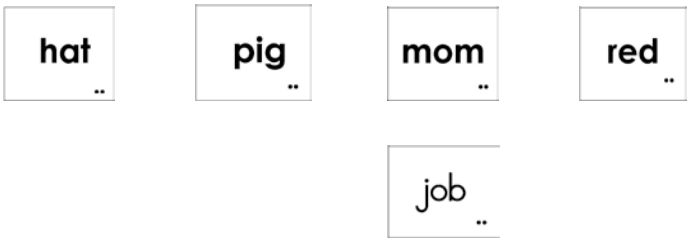
Difficulty? Suggest tapping.

3. Use your pencil to point to the 'a' in 'hat.' Say, **"The letter 'a' is a vowel. It says /ă/. What does it say?** Student answers.

4. Do the same for i, o, and e.

5. Place 'job' in front of the student. Ask, **"Where does this go?"** Student should place card below 'mom.' 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 'o,' so the new card goes under 'mom.'



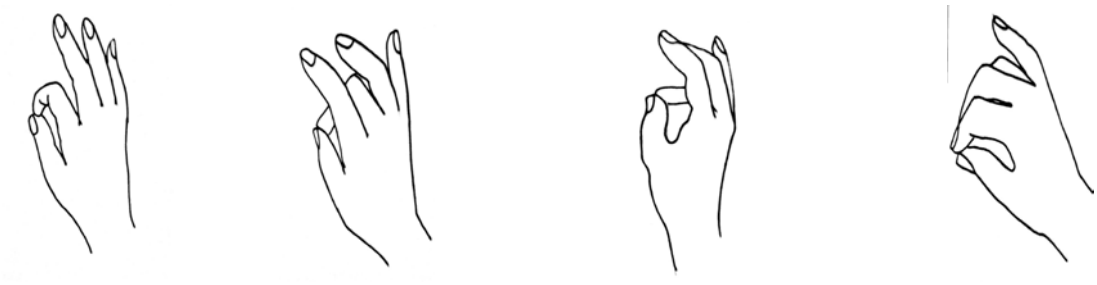
6. Say, **"Point and read, please."** Student points down that column while reading each word aloud. Continue with other word cards as above.

The first time the student has difficulty reading a word, it is time to teach <u>tapping</u>. 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.

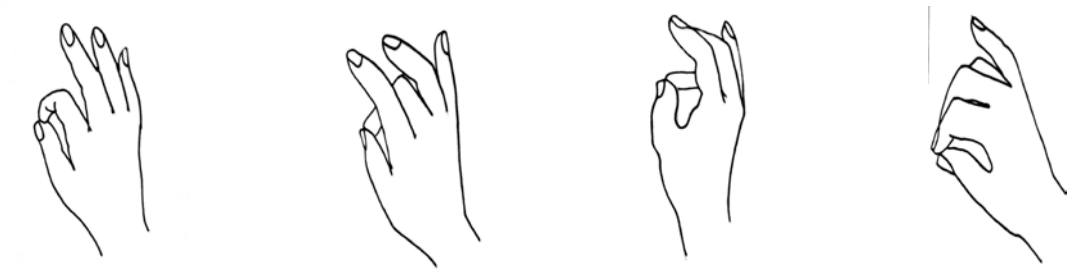
Show your student how you can tap each finger to the thumb individually (left to right, from forefinger to pinky), **saying "Tap. Tap. Tap. Tap."** Then, pinch all 4 fingers to the thumb to finish.

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. ring finger 4. then, all 3 at once

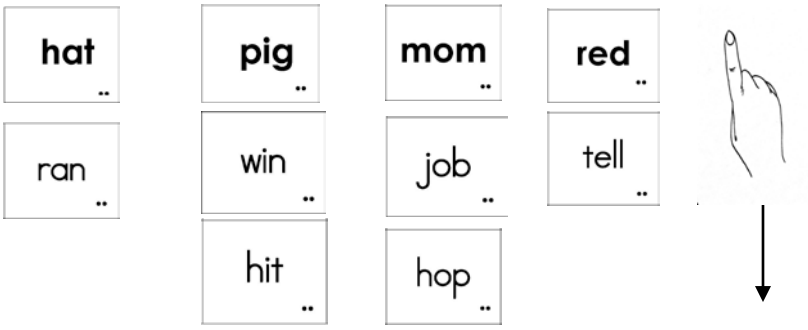
Next, hold your right hand below a CVC word card (e.g., win) and show the student how you can tap each sound in the word, 1 finger at a time, and then say the whole word while joining all the fingers at once to the thumb.



1. /w/ 2. /ĩ/ 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 4x4 matrix with just CVC (consonant-vowel-consonant) words—no words with blends or digraphs, yet.



If your student experiences difficulty, drop back to a 2x2 or 2x3 matrix with just 'hat' and 'pig' anchors. You can build a 4x4 matrix over successive lessons.

8. Once you have a finished the Sort, touch your pencil to the vowel in 'hat' and then to the ending consonant 'hat' and say, **"Watch my pencil. This vowel pattern is <u>a-consonant.</u>**

9. Repeat #8 above for the rest of the words in the 'hat' column. Say, **"Say it with me: <u>a-consonant</u>... <u>a-consonant</u>...<u>a-consonant</u>."**

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,' 'mom,' and 'red' columns.

<u>Day 2+ NS Mixed Vowel Sort</u>

Always use the same anchor cards in the order suggested by the NS 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., **gl**ad, du**st**) and digraphs (e.g., **wh**en, hu**sh**) as soon as the student is quite successful with CVC words (e.g., job) in a 4x4 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?"**

NS Mixed Vowel Fast Pencil

1. Say, **"Read the words I touch with my pencil."**

2. Point to 6-7 words in random order.

3. Suggest tapping as needed.

NS Mixed Vowel Memory

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

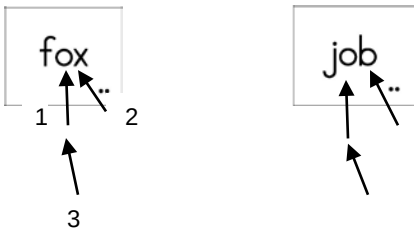
2. Arrange the cards back into a matrix.

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 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 a final time stating **"...says /ŏ/."** 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 when you play NS Memory, but do so convincingly! Win a game occasionally to keep things "real!" ☺

NS Mixed Vowel Spelling

1. Choose 5 word cards you used in the Sort. Choose 2 easier words, and 3 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.

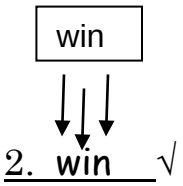
5. Show the tapping motion or say, **"Tap."** When the student taps /s/-/t/, stop him/her at that sound and ask, **"What says /t/?** Student responds. Ask, **"What do you need to put there?"** Student responds and fixes word.

6. Now, use the procedures below to model for your student how to "Say It. Match It. Check It."

7. After modeling, 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., 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 NS 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 NS Word Study Sequence (i, e, o, and u). You will need to retire 1 anchor, keep 3 anchors, and pull 1 new anchor, as well as related word cards.

When your student is successful with i, 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 NS Word Study: Vowel Patterns (3 dot words).

NS Word Study Check for Mixed Vowel Work

1. Randomize a deck of at least 40 words, sampling all 4 patterns, including words with blends and digraphs. Set your timer for 1 minute.

2. Hold cards in one hand. Start timer when student reads first card. Student reads off deck. Tapping is ok. 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
No = Wrong or >3 Second Hesitation (Say correct word and move on)

4. Criteria: at least 35 words correct in 1 minute with no more than 3 errors. Meet or exceed? BUMP UP to Vowel Patterns.

5. Fewer than 35 correct in 1 minute? More than 3 errors?' REVIEW Mixed Short Vowel trouble areas.

Vowel Pattern Work (3 dot words): Next Steps[SM] Word Study

Materials:
- pencil for student; pencil for tutor
- a, a-e, ar, and ai vowel pattern anchors & word cards. No blends or digraphs on Day 1.
- student spelling notebook with lined paper

Use the following sequence in this order for every lesson:
- Sort - Fast Pencil - Memory - Spelling

Day 1: NS Vowel Pattern Sort

1. Place 'hat,' 'cake,' 'farm,' and 'rain' 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. **"And, in this word** (point to the 'a' in 'farm')**, 'a' says /r/ because it is followed 'r' and the 'r' is bossy and won't let the 'a' say its short or long sound** (point to 'r')**."**

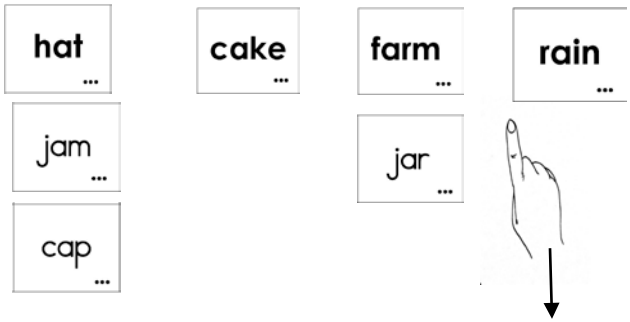
7. **"And, in this word** (point to the 'a' in 'rain')**, 'a' says /ā/ because it is followed by a silent 'i'** (point to 'i')**."**

8. 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.

Difficulty? Point out that neither 'hat' nor 'jam' end in silent 'e,' have vowels followed by 'r' or 'i,' so they belong in the same column.

5. Say, **"Point and read, please."** Student points and reads down that column while reading each word aloud.

6. If your student can read and point down the column easily, build a 4x4 sort with just CVC (consonant-vowel-consonant) and CVCe (consonant-vowel-consonant-silent e) words—no words with blends or digraphs, yet.



If your student experiences a good deal of difficulty, shorten the Sort to 2x2 or 2x3 and then expand to a full 4x4 matrix over successive lessons.

8. Once you have a 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 <u>a-consonant.</u>**

9. Repeat #8 above for the rest of the words in the 'hat' column. Say, **"Say it with me: <u>a-consonant</u>... <u>a-consonant</u>...<u>a-consonant</u>."**

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 <u>a-consonant-e.</u>**

13. Repeat #12 above for the rest of the words in the 'cake' column. Say, **"Say it with me: <u>a-consonant-e</u>... <u>a-consonant-e</u>...<u>a-consonant-e</u>."**

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/."**

16. Then, touch your pencil to the 'a,' then the 'r' in 'farm' and say, **"Watch my pencil. This vowel pattern is <u>a-r.</u>**

17. Repeat #16 above for the rest of the words in the 'farm' column. Say, **"Say it with me: <u>a-r</u>...<u>a-r</u>."**

18. Go back up to the top of the 'farm' column, use your pencil to circle the 'ar' in 'farm' and say, **"The vowel sound is /r/. Say it with me: /r/... /r/.../r/."**

19. Finally, touch your pencil to the 'a,' then the 'i' in the 'rain' and say, **"Watch my pencil. This vowel pattern is <u>a-i.</u>**

20. Repeat #19 above for the rest of the words in the 'rain' column. Say, **"Say it with me: <u>a-i</u>...<u>a-i</u>."**

21. Go back up to the top of the 'rain' column, use your pencil to circle the 'ai' in that column and say, **"The vowel sound is /ā/...Say it with me: /ā/... /ā/.../ā/."**

<u>Day 2+ NS Vowel Pattern Sort</u>

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., **sk**ate) and digraphs (e.g., **sh**ake) as soon as the student is quite successful with CVC words (e.g., job) in a 4x4 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 words with other patterns, 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.

<u>NS Vowel Pattern Fast Pencil</u>

1. Say, **"Let's play Fast Pencil."**

2. Point to 6-7 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.

NS Vowel Pattern Memory

1. Ask the student to flip the cards face down, mix them up, and arrange a matrix.

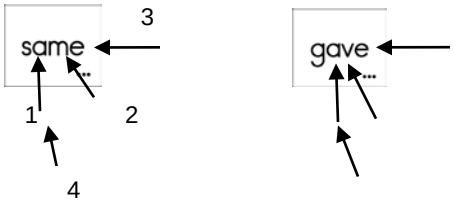
3. You or the student chooses a card, flips it over and reads it aloud, tapping if necessary. Do the same for a second card.

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.

NS Vowel Pattern Spelling

1. Choose 5 word cards you used in the Sort. Choose 2 easier words, and 3 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 4 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 point 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 NS 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, i-e, ir, and igh).

NS Word Study Check for Vowel Pattern Work

1. Randomize a deck of at least 40 words, sampling all 4 vowel patterns, including words with blends and digraphs. Set your timer for 1 minute.

2. Hold cards in one hand. Start timer when student reads first card. Student reads off deck. Tapping is ok. Data must come from a cold read (i.e., the student has not read or worked with those cards that day).

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