

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